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ABSTRACT

This literature review explores the issue of disruptive students in the classroom and offers suggestions and possible solutions to the problem. The review was divided into three major areas: (1) definitions and characteristics of disruptive students; (2) reasons why students misbehave; and (3) suggestions and solutions for solving the problem. The meaning of "disruptive student" in the literature is often a matter of perspective and interpretation. What may be viewed by one teacher as disruptive may be seen as normal for a group by another. There is no single explanation offered for the increase in disruptive behavior in the classroom, but the literature suggests that misbehavior, aggression, and violence are caused by factors in the home, society, and school. The literature presents solutions that can be divided into categories corresponding to national school district, school, and classroom perspectives. The national perspective included the use of court orders to protect teachers, improvement of communities around schools, implementation of after-school programs, decreasing access to firearms, and improved teacher training. The school district perspective centered on modifying curriculum, programs, and educational philosophy and developing comprehensive plans for dealing with school violence. Suggested approaches for schools and classrooms encompassed a range of strategies for major and minor behavior problems. An annotated bibliography of 41 sources is included. (Contains 3 figures, 4 tables, and 41 references.) (SLD)

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DISRUPTIVE STUDENTS IN THE CLASSROOM: A REVIEW OF THE LITERATURE

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DISRUPTIVE STUDENTS IN THE CLASSROOM: A REVIEW OF THE LITERATURE

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November 1998

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Executive Summary

Classroom discipline and school violence continue to be major issues in American education today. Rose and Gallup (1998) in the most recent Gallup Poll, respondents were asked to identify the biggest problems with which the public schools in their communities must deal. The results showed that concern about "fighting/violence/gangs" was at the top of the list, followed closely by "lack of discipline/more control." The Metropolitan Life Survey of the American Teacher (1993) reports that while the majority of teachers (77%) feel safe in their schools, only 50% of students feel that way. A substantial proportion of students say they often witness violent incidents in or around school. More than one-tenth of teachers say they have been victims of acts of violence that occurred in or around school and that 95% of these incidents have involved students.

These data indicate that classroom discipline and school violence are very serious problems for American schools. The general public is concerned, and teachers and students have had fist-hand knowledge about dangerous and aggressive acts. Teachers believe that the situation causes both adults and children to be reluctant to go to school. Obviously, such a situation causes stress among all school participants and can be detrimental to the teaching/learning process. Such a situation can hinder all students from achieving academic success.

The Review

The purpose of the literature review was to explore the issue of disruptive students in the classroom and to offer suggestions and solutions to the problem. The review was divided into three major areas: (1) definitions and characteristics of disruptive students; (2) reasons why students misbehave; and (3) suggestions and solutions for solving the problem.

Definitions and Characteristics of Disruptive Students

Throughout the literature, the terms "disruptive" and "misbehaving" were used synonymously. "Aggressiveness" and "violence" were also used and seemed to denote more serious behaviors. Disruptive and misbehaving students may engage in the following types of behaviors: talking loudly, calling out, walking around the room, clowning, dawdling, not doing assigned tasks. Aggressive and violent students may engage in these behaviors: verbal insults, defiance of authority, threats to students and teachers, physical attacks on students and teachers, using knives or firing guns. The meaning of the term "disruptive student" is often a matter of perspective and interpretation. What may be viewed by one teacher as disruptive behavior could be viewed by another as normal behavior for a group.

Reasons Why Students Misbehave

There is no single explanation for the increase in disruptive behavior in the classroom. The literature suggests that misbehavior, aggression, and violence are caused by factors in the home, in society, and in school. Home factors include attention deprivation, increased divorces, two working parents, and excessive parental control. Societal factors include the celebration of violence in movies, on television, and in music; the ready availability of drugs and guns; and the poverty in which many children live. School factors include: inappropriate classroom placement; overcrowded classrooms; teacher differential expectations and behavior; and harsh disciplinary practices.

Suggestions and Solutions for Solving the Problem of Disruptive Students

The literature presents solutions that can be divided into four major categories: national perspective, school district perspective, school perspective, and classroom perspective. The national perspective included the use of court orders to protect teachers; improvement of the communities which surround schools; implementation of after-school programs; decreasing student access to firearms; and improved teacher training and education. The school district perspective included modifying curriculum, programs, and educational philosophy; developing comprehensive plans for dealing with

school violence; providing alternative programs and schools for disruptive students; and using funding from research studies.

The school perspective included instituting programs to increase mutual respect; expanding the role of the guidance counselor; instituting "safe school" plans; reaching out to parents; joining community efforts; and using mediation and conflict resolution approaches. The classroom perspective was subdivided into three areas: elementary, middle and secondary, and K-12 classrooms. The elementary area included strategies for decreasing classroom behavior problems and for keeping students focused. The middle and secondary area included tips for creating peaceful classrooms and for handling the defiant student. The K-12 classroom area included a comprehensive serious of strategies for dealing with minor and major behavior problems; and an overview of ten models of discipline.

The ultimate goal of the literature review was to assist educators in promoting positive, safe teaching/learning environments and increasing academic achievement and personal growth.

Preface

This is the final report of a literature review on "Disruptive Students" sponsored by the Metropolitan Educational Research Consortium (MERC). One of the major purposes of MERC is to commission and support literature reviews and research studies that will have an impact on improving the quality of instruction in schools. This literature review was initiated to provide current information to school districts about disruptive students in the classroom.

The review addresses the following research questions:

1. What is the nature of the problem of disruptive students in the classroom?
2. What are the definitions and characteristics of disruptive students?
3. What are the reasons students misbehave in school?
4. What are some suggestions and solutions for solving the problem of disruptive students?

The project was designed and implemented by Daisy F. Reed, with the assistance of Caroline Kirkpatrick, a doctoral student. The report reflects findings interpreted by the author, and does not constitute official policy or position by MERC or by Virginia Commonwealth University.

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The purpose of this literature review is to explore the issue of disruptive students in the classroom. The review presents information about (1) the nature of the issue, (2) definitions and characteristics of disruptive, misbehaving, aggressive and violent students, (3) reasons why students misbehave, (4) what suggestions are presented by national groups, school districts, schools, and classrooms.

What is the nature of the problem of disruptive students in the classroom?

Classroom discipline and school violence continue to be major issues in American education today. Rose and Gallup (1998) report that in the most recent Gallup Poll, respondents were asked to identify the biggest problems with which the public schools in their communities must deal. The results showed that concern about "fighting/violence/gangs" was at the top of the list, followed closely by "lack of discipline/more control." In addition, respondents were given seven problems and asked to indicate how serious each was in their local public schools. The results indicated that drugs topped the list (80%). Discipline and smoking tied for second (76%), followed by alcohol (72%), teenage pregnancy (71%), fighting (64%), and gangs (57%).

Many educators are often suspicious of public opinion polls, such as the Gallup, because the public often seems to be influenced by sensational events, such as the recent spate of school shootings. In the case of school discipline and violence, however, educators have little disagreement with the view held by the public. In general, both teachers and students are concerned about discipline and school safety.

The Metropolitan Life Survey of the American Teacher (1993), interviewed 1,000 teachers, 1,234 students, and 100 law enforcement officials. It was found that while the majority of teachers (77%) feel safe in their schools, only 50% of students feel that way. A substantial proportion of students say they often witness violent incidents in or around school. More than one-tenth of public school teachers say they have been victims of acts of violence that occurred in or around school, and that 95% of these incidents have involved students.

Nearly one-fourth of public school students say they have been victims of aggressive acts such as pushing, shoving, grabbing, slapping, verbal insults, stealing, and threats. A sizeable portion (13%) of these students say they have carried a weapon to school at some time. Further, one-third of all teachers feel that because of violence or the threat of violence, their fellow teachers and their students are less eager to go to school. Finally, it is generally agreed that the majority of problems of classroom discipline and school violence are caused by disruptive, misbehaving, and aggressive students.

These data clearly indicate that classroom discipline and school violence caused by these students are very serious problems for American schools. The general public is concerned, and teachers and students have had first-hand knowledge about dangerous and aggressive acts. Teachers believe that the situation causes both adults and children to be reluctant to go to school. Obviously, such a situation causes stress among all school participants and can be detrimental to the teaching/learning process. Such a situation can hinder all students from achieving academic success.

Shanker (1996) states that the biggest roadblock to improving the achievement of U.S. students is disorder and violence in our schools. The high standards, excellent curriculums, and assessments demanded by education reformers are worthless if students cannot learn because they are constantly afraid of being hit by a stray bullet or because their classes are dominated by disruptive students. "Classroom disruption is more pervasive than school violence and just as fatal to learning. If there is one student in a class who constantly yells, curses out the teacher, and picks on other students who are trying to listen or participate in class, you can be sure that most of the teacher's time will not be devoted to helping the other youngsters learn math or science or English; it will be spent figuring out how to contain this student. And it does not take many such students to ruin the learning of the great majority of youngsters in a school" (p. 1). These situations

demand that educators and other concerned citizens seek answers and solutions to the problem of disruptive students.

What are definitions and characteristics of disruptive and misbehaving students?

Throughout the literature, the terms "disruptive" and "misbehaving" are used synonymously. "Aggressiveness" and "violence" are also used to describe classroom management problems.

Charles (1998) uses the term "misbehavior" which he defines as behavior that is considered inappropriate for the setting or situation in which it occurs. Generally speaking, classroom misbehavior is intentional, not inadvertent; students know they should not do it. Misbehaving students exhibit the following five broad types of misbehavior, in descending order of seriousness.

1. Aggression: physical and verbal attacks on the teacher or other students
2. Immortality: acts such as cheating, lying, and stealing
3. Defiance of authority: refusal, sometimes hostile, to do as the teacher requests
4. Class disruptions: talking loudly, calling out, walking around the room, clowning, tossing objects, and the like
5. Goofing off: fooling around, not doing assigned tasks, dawdling, and daydreaming

Teachers dread having to deal with aggression, immorality, and defiance. In practice, however, the misbehavior they usually contend with is less serious, such as goofing off and talking. These seemingly innocuous behaviors waste much instructional time and interfere with learning.

Volenski and Rockwood (1996) use the term "disruptive students" and agree that these students present difficult problems for educators. Disruptive students defy their teachers and ignore school-imposed rules, structures, and procedures. They are non-compliant, unmotivated, and exhibit defiant behaviors. As consistent rule-breakers, these students spend a great deal of time in nonacademic pursuits which usually lead to deficiencies in key academic skills. Helping disruptive students to successfully complete high school and learn to develop self-control is a challenge for the school, parents, and society.

Levin and Nolan (1996) also discuss "disruptive students" and offer four definitions, in ascending order of comprehensiveness.

1. Disruptive students violate school expectations by interfering with the orderly conduct of teaching. This definition is significant because it provides teachers with a guideline to monitor student behavior. Any behavior that keeps the teacher from teaching is a discipline problem.
2. Student behavior is disruptive if it seriously interferes with the activities of the teacher or of several students for more than a brief time. This definition recognizes the right of every student to learn, and most of the time the needs of the group must override the needs of an individual student.
3. Any behavior that disrupts the teaching act or is psychologically or physically unsafe constitutes a disruptive behavior. This definition includes such behaviors as running in a science lab, unsafe use of tools, threats to other students, and constant teasing and harassing of classmates.
4. Disruptive behavior is behavior that (a) interferes with the teaching act; (b) interferes with the rights of others to learn; (c) is psychologically or physically unsafe; and (d) destroys property. This definition covers not only the student who calls out, defaces property, or disturbs other students,

but also common behaviors that teachers are confronted with each day. This definition also expands the responsibility for appropriate behavior to include the teacher.

The authors conclude that the fourth definition is the most comprehensive and more adequately describes the behaviors of disruptive students.

Montana State University (1995) offers a list of behaviors which disruptive students display. While the list is intended to describe college students, it is also applicable to disruptive students on lower grade levels.

- monopolizing class discussions
- exhibiting a challenging, arrogant, or insolent manner
- packing up books before class ends
- putting down other students
- not having homework done
- doing something else in class
- refusing to participate in activities
- over-reacting to returned assignments
- talking when someone else is speaking
- making late or noisy entrances to class
- displaying overt disinterest by sleeping or leaving early
- asking irrelevant questions
- exhibiting unacceptable behavior, such as eating or passing notes
- physically threatening another student or school personnel (p. 1)

Educators should also be aware that disruptive behavior in the classroom is always subject to interpretation by individual teachers. What may be viewed by one as disruptive, could be viewed by another as non-disruptive or non-detrimental to the classroom learning environment.

Wallis (1998) states that student disruption is a product of school culture that lacks civility. An inappropriate public school culture is ruled by silent chaos, and many students will exhibit the following behavior problems:

- "dissing" of peers and adults
- pushing
- fighting
- alcohol and drug activity
- lateness to class
- inappropriate sexual displays
- truancy
- indifference to class participation
- disregard for proper dress
- vulgar language

Schools must wage a war on such incivility and take a stance on menacing, disruptive, and aggressive behavior.

Gable and Manning (1996) use the term "aggressive behavior" and state that while violent assaults on students and teachers receive media attention, the majority of aggressive acts are less extreme. Most often, aggressive students engage in such acts as bullying, verbal or physical threats, shoving, fist fights, and other simple assaults. Aggressive students exhibit antisocial behaviors, often appear to be angry and hostile, and may belong to gangs.

In middle level schools, aggressive acts consist of fighting and simple assaults, with males involved three times as often as female students. In addition, teenagers more frequently are victims of school aggression than any other age group. Such aggressive behavior most often serves as a precursor of later social adjustment problems.

The Metropolitan Life Survey of the American Teacher (1993) refers to many disruptive and aggressive behaviors as "violence." Violent students exhibit the following behaviors:

- Verbal insults
- Threats to students
- Threats to teachers
- Pushing, shoving, grabbing, or slapping
- Kicking, biting, or hitting someone with a fist
- Threatening someone with a knife or gun
- Using knives or firing guns
- Stealing

According to the report, teachers, students, and law enforcement officials all feel that the most common violent incidents that occur in schools are pushing, shoving, grabbing, verbal insults, and stealing.

Table 1 shows the types of violence that teachers and students think are a major problem in their schools. As previously mentioned and as the preceding description suggest, the meaning of the term "disruptive student" is often a matter of perspective and interpretation. What may be viewed by one teacher as disruptive, aggressive, or violent behavior, could be viewed by another as non-disruptive or as normal for the group. As an example, this researcher recalls conversations with two groups of classroom teachers.

Table 1

TYPES OF VIOLENCE THAT OCCUR IN SCHOOLS

Question: *Do you feel that in your school these types of violence are a major problem, minor problem, or not a problem?*

	MAJOR PROBLEM			
	Teacher School Level		Student School Level	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
Verbal Insults	18	30	22	43
Threats to Students	8	14	21	25
Threats to Teachers	2	5	16	15
Pushing, Shoving, Grabbing or Slapping	24	29	33	33
Kicking, Biting, or Hitting Someone With A Fist	12	13	27	28
Threatening Someone With a Knife or Gun	1	3	19	20
Using Knives or Firing Guns	1	3	18	19
Stealing	10	23	32	42

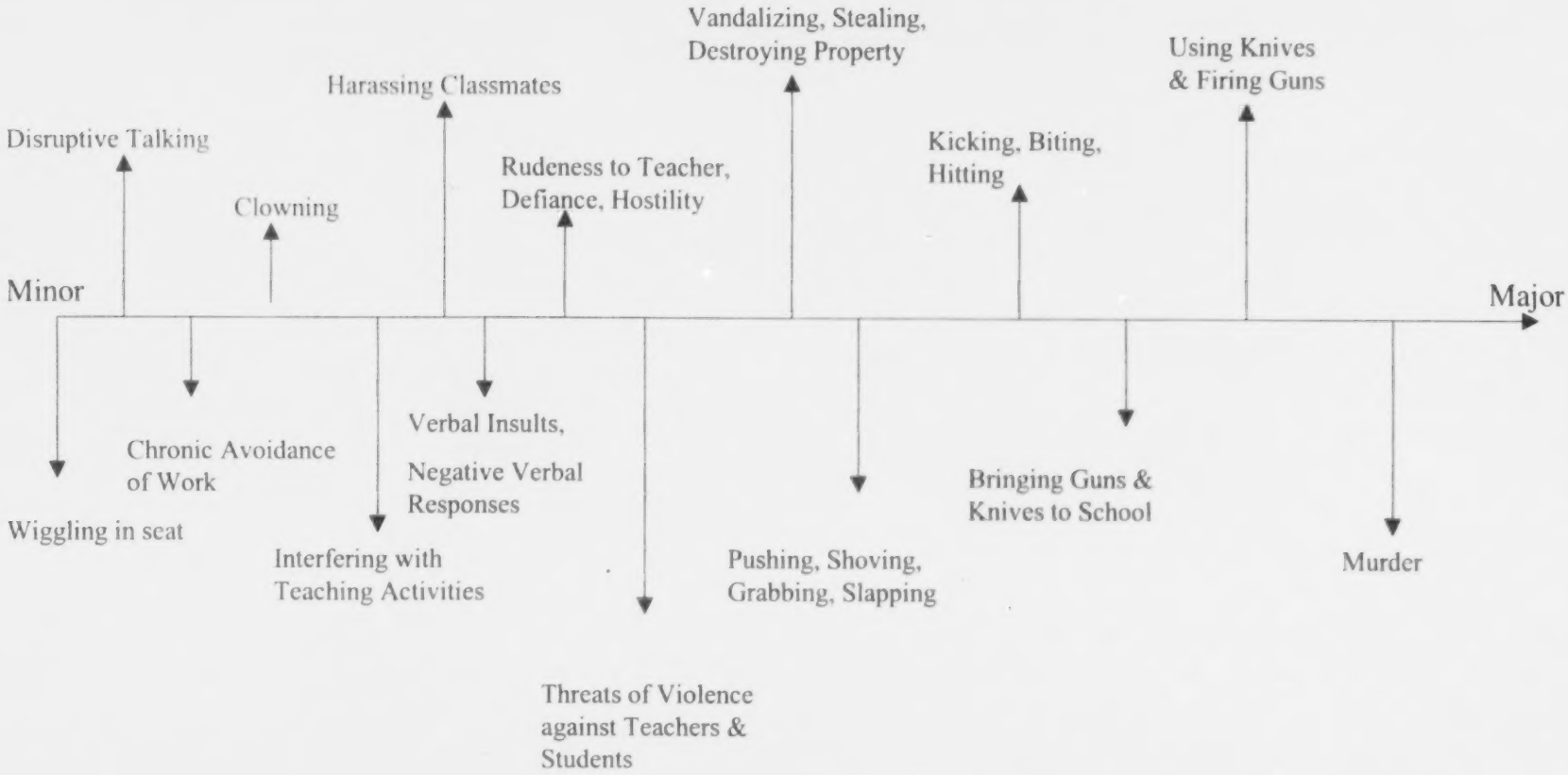
One was a group of rural elementary school teachers who were asked what disruptive behaviors their students exhibited. Their responses were, "The children wiggle in their seats, don't pay attention, and play with their pencils."

The other group consisted of middle school teachers who ere asked about the level of violence in their schools. Their response was, "We don't have any violence in our school." The next question was, "Well, do the children fight or talk back?" The teachers replied, "Sometimes they do, but that's not violence. That's normal behavior for children in this age group."

In conclusion, the preceding descriptions also indicate that "disruptive" behavior can be classified by degrees of seriousness. These behaviors range from talking loudly and walking around the classroom to slapping a teacher and shooting a classmate. The following Figure presents a continuum of disruptive behavior. These behaviors range from mild to serious and create minor to major problems in the classroom (see Figure I).

A Continuum of Disruptive Behaviors

Figure I



Why are students disruptive? Why do they misbehave?

There is no single explanation for the dramatic increase in disruptive behavior in the classroom. The literature suggests that misbehavior, aggression, and violence are caused by factors in the home, in society, and in the school.

Edwards (1997) explains that various home experiences have a great influence on children's behavior. If parents spend little time at home, children may seek unsuitable social experiences elsewhere, experiences that sometimes have devastating consequences. Even when parents are at home, parent-child interactions may be laced with conflicts. Factors such as divorce and poverty, as well as physical and mental abuse, can adversely affect children's ability to function properly in school. Children from severely dysfunctional families, in particular, face enormous adjustment problems in school. Four aspects of these problems are:

1. Damage to self-concept. The development of self-concept in children begins long before they start attending school. The confidence with which children enter school will have been enhanced or diminished by various home experiences. Dysfunctional families provide little or none of the emotional support children need to develop a sense of personal control over their lives. Children from such families experience serious personal problems and limited success in school. These children may also be affected by divorcing parents, financial problems, lack of adult supervision, lack of help and encouragement to do well in their schoolwork, and lack of sufficient attention from parents.
2. Attention deprivation. Many children receive attention from their parents only when they misbehave. They are ignored if they do not unduly disturb their parents. These circumstances encourage misbehavior, which is often repeated in school. The children know that misbehavior will get them the attention they crave.

3. Love deprivation. Children often feel unloved when their parents are too preoccupied to give them sufficient attention. They consider attention to be an indication of how much they are loved. Children who feel deprived of love often cause discipline problems as they try to satisfy this need.

4. Excessive control. A history of excessive control at home can create discipline problems in school. Some parents do not teach their children to act independently as the children mature and will often try to stifle all independent thought or action in their children. These parents view such behavior as rebellion and will sometimes try to control it through abuse. Children who are subjected to such control may show symptoms of rebellion, aggression, violence, or criminal behavior.

The National Association of School Psychologists also cited the home. The president-elect of this association says there has been a dramatic increase in the homicide and suicide rates in children in the past 30 years. Children are feeling more alienated and depressed, and there is a lack of trust of adults to seek help. The fact that half of all marriages in the United States end in divorce and that most households have two working parents who may have less time to spend with their children are two possible explanations for the greater number of troubled young people. Another explanation is that our fast-paced, media-saturated society fosters violence. Media, video games, and music all tell children that the way to solve interpersonal problems is through violence (Portner, 1998).

A research study by Volenski and Rockwood (1996) also reflects the importance of home influence on student behavior. The study examined specific family characteristics associated with disruptive behavior. Following is an abstract of the study.

> Helping disruptive students successfully complete high school and learn how to develop self-control is a challenge for the school, parents, and society. Some of the specific family characteristics associated with disruptive behavior in the classroom and

school are examined here. Parents of 105 adolescent males, who ranged in age from 15 to 17, completed various surveys. Analysis revealed that the family variables of cohesion, conflict, organization, and expression of anger were all significant in being able to predict membership in one of the study's three groups: emotionally disturbed, "late starters" (i.e. those who had only recently manifested disruptive behavior), and the control group. Results indicate that the families of the emotionally disturbed subjects had more conflict, less cohesion, and less organization than both the late starters and the control group subjects. Both the emotionally disturbed and the late starters had more expression of anger within the family than did the control families. There appears to be a significant relationship between the male adolescent and his father. It is recommended that intervention strategies for disruptive adolescent students need to take into account family variables and that paternal anger be given strong consideration. Implications for future research are discussed.

Educators understand that they can do little to change or influence home experiences that promote children's misbehavior. However, by understanding these influences, they can be better prepared to manage the discipline problems that occur in school.

Ascher (1994) believes that society and the schools are the major causes of disruptive behavior. First, the celebration of violence in movies, on television, and in popular songs has turned into an epidemic of personal tragedies for Americans today. Exacerbated by the ready availability of drugs and weapons, violence has become an issue of immediate concern. The author believes that the sources of violence are long-standing and deep and reflect the socio-economic conditions in our country. Areas of high poverty concentration have long been susceptible to all forms of violence, from vandalism, robbery, and rape to the ultimate violence of despair--suicide.

In addition, students who grow up in poor neighborhoods tend to be surrounded by unemployed adults, rundown housing, a physically deteriorated environment, and the constant fear of crime. Too often, their parents are ill prepared, neglectful, and abusive. In addition, the paucity of good role models in the community and at school contributes to the students' belief that the deck is stacked against them. Hence, these young people experience a free-floating anger, accompanied by feelings of frustration and helplessness, making them prone to violence at the least provocation.

Secondly, students who live in a violent environment often look to the school as a haven. Unfortunately, schools are often anonymous, alienating, and fraught with danger. These schools can exacerbate the problem of violence in several key ways:

- Schools in poor, crime-ridden neighborhoods tend to be physically dilapidated, overcrowded, and lacking the resources necessary for effective teaching and learning.
- Large schools and increasingly large classes deter teachers from making meaningful connections with their students.
- Teachers are feeling a sense of isolation, uncertainty, and cynicism because of the apparent loss of support for public schools and because they are unsure about what parents and the larger society want them to do about discipline, school safety, and students' rights.
- Many schools are being seen as fortresses and garrisons with metal detectors, wands, and security forces which causes tensions between students and school staff. It also gives the impression that teachers are afraid of their students.

Gable, Manning, and Bullock (1997) find that the school, the home, and society are the major causes of misbehavior. Substance abuse, severe depression, victimization, marital discord, parental neglect, exposure to violence in the mass media, and extreme poverty all play a part in the increase in student aggression. Inside and outside the home, modeling and reinforcement of threatening and assaultive behavior can contribute to a pattern of antisocial and aggressive behavior before a child even begins school. Many children who engage in aggressive behavior seem to have a diminished repertoire of cognitive, social, and language skills.

In addition, school violence mirrors societal violence. Students see people in the larger society commit violent acts as a means of settling disputes, and then they consider violence to be

appropriate for schools. Further, it has been substantiated that schools themselves are factors for aggressive behavior. Schools' contributions include:

- Inappropriate classroom placement
- Irrelevant instruction
- Inconsistent management
- Overcrowded classrooms
- Rigid behavioral demands
- Insensitivity to student diversity

Taken together, these factors can place many students on a trajectory toward disruptive, aggressive, and violent behavior.

Baker (1998) finds that schools can unintentionally perpetuate alienation and violence in children. Schools have overt and tacit norms and values defining behaviors and social interaction patterns. Non-normative, problem behavior emerges when there is a poor fit between the demands of the school and the capacities of children. The following factors often contribute to the problem:

1. The structure and organization of schools present challenges for violence-prone children. There is relatively little adult supervision during unstructured portions of the school day such as recess and movement between classes. The crowdedness of the classroom also contributes to the possibility of aggressive behavior.
2. Pedagogical approaches and the nature of the curriculum also affect students' affiliation to school and the expression of disruptive behaviors. There is evidence that "at-risk" children engage in repetitive, unmotivating tasks during extended periods of social isolation, which leads to poor academic achievement. Poor academic quality is associated with increased violence in school settings.
3. Teacher expectations and differential behavior is another avenue through which schools contribute to students' behavior problems. Teachers often unintentionally

behave differently toward high- and low-achieving students. Low-achieving students receive more negative affect and interpersonal interactions from their teachers, which increases their alienation from school. Teachers also expect difficult behavior from challenging students and attempt to control them through increasingly restrictive means. Students perceive these disciplinary practices and interactions as threatening and respond with more defiance; thus a vicious cycle is established.

4. Students' peers also impact their use of violence at school. Children with disruptive behavior are often rejected by their classmates and seek out other children with conduct problems. Thus, they obtain models of and reinforcement for aggressive behavior and develop a distinctive subculture in which beliefs about violence are shared.

5. School disciplinary practices are another means for exacerbating the problems of violence. Schools continue to use harsh disciplinary practices, including corporal punishment in some states, against violent students. The students react by disengagement, disruption, and increased violence.

Hyman and Perone (1998) cite other school policies and practices which may contribute to student misbehavior. A side of school violence that is seldom recognized is the victimization of students by teachers, administrators, and other school staff, most often in the name of discipline. Victimization has the potential to contribute to student misbehavior, alienation, aggression, and violence. Included in this type of victimization are intrusive and sometimes abusive law enforcement procedures, such as strip searches and the use of undercover agents; disciplinary practices, such as corporal punishment; and teachers' verbalization that constitute psychological maltreatment.

1. Strip searches. In response to perceptions regarding school violence, increasing numbers of schools are becoming more reliant on police intervention for disciplinary matters. This has resulted in the use of intrusive detection procedures, such as school-wide locker searches and individual and group strip searches. Strip searches, specifically, have a negative effect on student morale. This may lead to distrust for school staff and alienation from law enforcement authorities. In addition, clinical evaluation of the victims of strip searches indicate that the searches can result in serious emotional damage, including an increase in oppositional behavior. Victims acquire the motivation to break the rules and the rationalization for vandalism, aggression, and violence against authorities.

2. Undercover agents in schools. Fear of crime in the school and the potential for using schools to gather intelligence information about criminal behavior have led some law enforcement agencies to use undercover agents. As in strip searches, the intrusion of police procedures into the schools has the potential to cause serious emotional harm to students and to engender student misbehavior, aggression, and violence. One undercover agent posed as a rebellious malcontent in order to investigate substance abuse in a school district. He ingratiated himself with students and their families, and then dated and had sex with two 15-year-old girls. The agent never produced any arrests or convictions, but the girls suffered sexual and emotional distress, became seriously depressed, and dropped out of school. They clearly had been victimized. The use of undercover agents has the potential for creating a climate of student paranoia, distrust of school staff, and a negative impact on the learning atmosphere.

3. Corporal punishment. In most schools corporal punishment involves the use of a wooden paddle. However, it can take other forms, such as unreasonable

confinement in a restricted space; inappropriate use of time-out; forcing children to assume fixed positions for unreasonable periods of time; excessive exercise and drills; forced ingestion of noxious substances; and exposure to painful environments. All of these forms of punishment are acts of violence and are likely to elicit aggressive behavior from the recipients. There is extensive research that shows the connection between children's aggression and spanking. School systems, which have relatively high rates of school paddling also, have high rates of student violence. Further, almost all violent delinquents have a history of corporal punishment, often at home, in school, and in correctional institutions. School psychologists attest to the anger, rage, and desire for revenge that corporal punishment of any type instills in recipients, especially those who have a history of abuse at home.

4. Psychological maltreatment. Psychological maltreatment consists of a variety of verbal assaults including sarcasm, ridicule, name calling, and denigrating statements that have the potential to anger and alienate students. Studies indicate that pre-school and school-aged maltreated children perform at lower levels than control children on measures of (a) ability, (b) academic achievement, and (c) social competency. Maltreated children also display more behavior problems, including aggression and poor interpersonal competencies. In addition, their feelings of inadequacy and resentment may lead to violence. A survey of a random group of high school students asked why they misbehaved in school. The most common response was that they wanted to get back at teachers who had put them down, did not care about them, and showed disrespect for them, their families, or their cultures. Other evidence shows that minorities and children from low-income families are at a greater risk of psychological maltreatment than other children.

However, high socio-economic children are not immune from such abuse in schools, either.

In conclusion, problems such as student aggression and violence and substance abuse are complex and multifaceted. Simplistic solutions, especially those grounded in punitiveness, have not been demonstrated to be effective. Studies show more positive support for prevention and prosocial interventions yield more positive results.

In an article about the recent shootings and killings in small-town schools, Cowley (1998) presents several reasons "why children turn violent."

The author states that the perpetuators of school killings are overwhelmingly male, and many seem to be driven by feelings of powerlessness. When adults suffer a setback or humiliation, they can draw on past successes to salvage self-esteem. Adolescents do not have that luxury. Passing slights can be devastating. Whereas girls tend to internalize their pain, boys may relieve it by lashing out. Violence can be a transcending experience and cause the perpetuators to feel omnipotent. The 16-year-old boy in Pearl, Mississippi who killed his mother and shot nine of his classmates, explained in a letter, "I killed because people like me are mistreated every day. Murder is not weak and slow-witted; murder is gutsy and daring" (p. 28).

Murders in the inner city are the most routine kid-on-kid murders. Urban poverty fosters powerlessness and the rage that goes with it. The juvenile murder rate among African Americans, who are more likely to be poor, is typically nine times higher than the rate among whites. Criminologists believe that the real curse of life in inner cities is "growing up without loving, capable, responsible adults who teach you right from wrong or worse yet, growing up surrounded by delinquent and criminal young men who literally aspire to get away with murder" (p. 24).

Moral poverty is not confined to inner cities. A lack of parental involvement places any child at risk, especially if they are watching television programs for hours at a time. Violent television programs, video games, and movies can warp children's sense of the world. When

violent action is all they see, the lesson they learn is that everybody does it, and this is the way to behave. The 14-year-old boy in Paducah, Kentucky, who shot down eight of his classmates, had been watching a movie in which the character had been enacting the same fantasy.

Without access to guns, boys who feel hurt or slighted might commit a minor crime, such as breaking a few windows. Unfortunately, children do have access to guns, and some of them commit mass murder. Americans own nearly 200 million guns (p. 25) and more than half are stored unlocked. Although schoolyard shootings do not happen often, ten percent of high school students carried a gun during the past 30 days (p. 25). The 11-year-old in Jonesboro, Arkansas, who joined his 13-year-old friend in killing five people, had long boasted to friends that he could get to his family's guns anytime he wanted. And he did.

It is clear that children who grew up surrounded by violence on the street, in the home, on the television, and in electronic games become less sensitive to it. It is also clear that when children have ready access to firearms the odds of a tragedy rise. It is also clear that these factors can sometimes combine to transform individual children into mass murderers. This is a very complex problem to which there is no single, simple solution.

In conclusion, the literature suggests that there are multiple factors that cause children to be disruptive, aggressive, and violent. These factors can usually be divided into three major categories: (1) home factors, (2) societal factors, and (3) and school factors. The following figure presents a summary of these factors (see Figure II).

Summary of Factors
Contributing to Student Misbehavior, Aggression, and Violence

Figure II

Home Factors

- Poverty
- Lack of parental involvement
- Lack of adult supervision
- Lack of attention and encouragement
- Lack of loving, capable, responsible adults
- Ill-prepared, neglectful and abusive adults
- Modeling of assaultive behavior
- Excessive control and corporal punishment
- Access to guns

Societal Factors

- High poverty areas
- Unemployed adults
- Rundown housing
- Fear of crime
- Modeling of assaultive behavior
- Few good role models
- Violence in mass media
- Delinquent and criminal peers
- Feelings of hopelessness and powerlessness
- Access to guns
- Violence to settle disputes

School Factors

- Dilapidated and overcrowded buildings
- Lack of resources
- Inappropriate classroom placements
- Irrelevant curriculum
- Insensitivity to student diversity
- Ineffective pedagogical approaches
- Low teacher expectations
- Teachers isolated and uncertain
- Restrictive discipline
- Victimization of students

Student

Disruptive
Aggressive
Defiant
Alienated

What are some solutions to the problem of disruptive, aggressive, and violent students?

The literature presents solutions that can be divided into four major categories: (1) suggestions and strategies from the national perspective; (2) suggestions and strategies from the perspective of the local school district; (3) suggestions and strategies from the perspective of the schools; and (4) suggestions and strategies from the perspective of the classroom.

The National Perspective

One focus of the national perspective was the use of state, national, and federal laws to solve the problem of disruptive students. Goode (1995) offers examples.

- Teachers in Florida asked a state Senate committee to give them the right to expel disruptive students without the elaborate process and administrative paperwork necessary in most districts.
- A task force investigating violence in St. Louis schools recommended that assaults on teachers be regarded as an automatic felony, similar to assaults on police officers.
- Many cities and states have adopted a "zero-tolerance" approach to violence, and students who attack teachers or bring weapons to school are automatically expelled.
- A teacher in Fairfax County, Virginia took a disruptive student to court for verbally abusing and physically threatening her. The court banished the student from the school for a full year, fined him $100 and ordered him to enroll in an anger-therapy program. The teacher urges others to sue violent students.
- A teacher in Alexandria, Kentucky took a violent student to court and won $25,000 in punitive damages and $8,500 in emotional damages. The jury stated that the student "exceeded the bounds of common decency" for his classroom behavior and for urging other students to think about "different methods of murder" (p. 3).

The United Federation of teachers report that the number of physical attacks on teachers has decreased because schools are adopting and enforcing strict behavior codes and because teaches are suing students. This "gets at students where it hurts by fining them and their parents" (p. 3).

The National Association of Secondary School Principals asked Congress to rewrite the Federal law concerning the Individuals with Disabilities Act. The organization is seeking to eliminate the restrictions placed on disciplining violent and disruptive students with disabilities. The rule limits suspensions for such students to 10 days per year. The NASSP believes that "these proscriptive laws have established a special class of students that are not subject to the rules of conduct and discipline required of all students" (NASSP, 1995, p. 1). An example is given of a student who violently attacks an administrator but is allowed to remain in school because the 10-day limit had already been reached when the student had attacked a teacher. It recommends that the law be rewritten to require equal treatment for all students. "If a student violates the local rules of conduct by acting in a manner that threatens the safety of the student, another individual, or property, then the student, whether they are disabled or not, should be subject to the same rules of discipline. To do otherwise, allows such students to have special privileges that will ultimately undermine their ability to function as adults" (NASSP, 1995, p. 1). This legislation is still pending.

Community Perspective

Menacker, Weldon, and Hurwitz (1990) discuss safety in inner city schools and urge municipal and state authorities, including executive, legislative, and judicial branches to address the issue of school safety as a community problem rather than simply as an isolated school problem caused by ineffective school administrators. The authors posit that crime in the community effects crime in the school. Unsafe schools are lodged in unsafe neighborhoods, and serious violators of school rules and perpetrators of school criminal acts are the products of the

homes and communities that breed them. The school cannot be insulated from the community. Schools with high percentages of student criminal violations are located in communities with high rates of criminal behavior.

The schools do not create these problems; nor are they equipped to control or resolve them adequately. Schools are designed as places concerned with facilitating learning rather than forestalling the criminal behavior of students. Nevertheless, many schools in dangerous neighborhoods deserve praise for making schools much safer than the communities in which they set.

Once it is accepted that school safety cannot be addressed outside of its community context, certain necessary measures become apparent.

- Increase the pressure on local politicians and police officials to give attention to the pathological state of safety in the neighborhoods in which schools are set. This pressure should also be used to develop such school programs, as "Officer Friendly"; in churches, recreation facilities, public-housing facilities, and elsewhere in the community.
- The least-safe schools in the least-safe neighborhoods should be immediately targeted for programs of improvement under the responsibility of larger governmental units.
- Policies toward providing adequate correctional facilities should be expanded and strengthened. A large percentage of illegal school behavior goes unpunished, with schools and police officials satisfactorily resolving only 39% of serious infractions (p. 73). Frequently, arrested and charged persons are released simply because there is insufficient jail space to house them. These persons return to the communities and to the schools. The schools were not designed as penal institutions and do not have the capacity to cope adequately with large numbers of disciplinary infractions.

Lawmakers and politicians should not allow the release of accused felons, because of inadequate correctional facilities. In developing the necessary political resolutions to the problem of overcrowded jails and prisons, its relationship to community and school safety and its effects on youth attitudes and social development should be emphasized.

- Laws related to school safety should be strengthened. In some states, legislative decisions automatically transfer juvenile weapons offenses committed on school groups to local authorities. Likewise, instances of battery and assault committed on school groups are automatically upgraded to aggravated battery and assault. A federal court upheld a school's decision to suspend a student because he wore an earring. The student argued that his free-expression rights entitled him to wear the earring. The court found that the earring was a gang symbol and that the need of the school to act against gang influence overrode the student's free-expression rights.
- Parents of students found guilty of serious crimes should be made to bear greater responsibility for their children. Many communities now have legislation making parents responsible for the torts of their minor children, including vandalism and assault and battery. Additional pressures on parents should be instituted, such as notification of the offenses of children to the employers of parents; mandatory child-parent attendance at instructional and counseling meetings held at the school or other public agencies; and sanctions made available to public assistance authorities regarding families in which children are engaged in crime and violence.

<u>After-school Programs</u>

In a report to the United States Attorney General, Fox and Newman (1997) call for a national policy on after-school programs. The authors cite data which show that the peak hours

for violent juvenile crime are 3:00 p.m. to 8:00 p.m. Millions of young people leave school each day without having responsible adult supervision or constructive activities, and juvenile crime begins. If students were provided with quality after-school programs, safe havens from negative influences, and constructive recreational, academic enrichment, and community service activities, crime would be dramatically reduced. In addition, students would be helped to develop the values and skills they need to become good neighbors and responsible adults. For example:

> Juvenile arrests decline by 75% when an after-school program was institute in a public housing project, while arrests rose 67% in a comparison housing project (p. 4).

In addition, Jacobson (1998) reports that the Board of Supervisors in San Diego County, California has voted to expand its after-school program for middle school students and to add a program for "latchkey" elementary students. The program is called "Critical Hours" and is operating in more than 50 sites, such as schools and recreation centers. The program has served close to 14,000 children since it began in 1997 and offers educational and enrichment activities, such as art and music.

Further, the U.S. Department of Education is joining with media and entertainment figures to promote after-school programs. A recent poll says that the idea is popular with the public. The survey polled 800 registered voters and found that 93% of the respondents supported the expansion of after-school programs and 80% said they were willing to pay more in taxes to support such programs. The Department of Education, members of Congress, and representatives of the Charles Stewart Mott Foundation and *People Magazine* will work together to organize events and advertisements to encourage more districts and schools to host after-school activities (Sack, 1998).

Access to Firearms

As previously stated, there is no one clear answer why children turn violent and kill. However, Portner (1998) reports that after the string of multiple school shootings last year, many people are blaming easy access to firearms. Most students who use guns to commit crimes at school typically acquire them by either borrowing or taking them from a friend or relative or by procuring them illegally on the street. A smaller number steal the guns by burglary or enlist an adult to obtain the weapons for them. After the school shootings that claimed 23 lives last year, politicians and educators are pointing to the relative ease with which children can get their hands on firearms. They are making proposals that range from levying fines on parents who fail to store their weapons properly, to imposing the death penalty on preteen killers.

Law enforcement officers say that the illicit drug trade and the criminal gun trade are interconnected. They point out that anywhere you have "crack heads," there are going to be guns. Therefore, an obvious way to squelch the illegal use of guns is to intensify anti-drug enforcement. Arresting drug dealers and providing treatment for addicts could put a dent in the street trade of firearms.

While such law-enforcement activities are designed to stop children form buying weapons, many politicians and anti-gun advocates believe that imposing penalties on parents who fail to store their weapons properly could make it more difficult for children to take guns from relatives. Legislation has recently been introduced in the U.S. Congress that would make parents in every state liable if their child commits a gun-related crime, and they have neglected to take safety precautions. Guns sold with trigger locks can prevent a child from using them, and new technology allows guns to be coded to recognize fingerprints so that only its owner can discharge the weapon. Other gun-control advocates believe that "the right to bear arms has gotten out of control" (p. 38), and all firearms not needed for one's work should be banned.

On the other hand, many gun-rights advocates argue that a prohibition on firearms would not eliminate school shooting, because, they say, "it's what's on children's minds, not in their hands, that is the problem. You can ban all the firearms you want, and you're still going to have troubled kids." They believe it is a mental-health problem and point to statistics that say children are far more troubled and far more apt to use violence to solve problems than they were a decade or two ago.

Alter (1998) suggests that one way to curtail the use of guns is to emulate the anti-tobacco lawsuits. After every incident involving a gun in senseless murder, citizens should sue the gun owner and the gun manufacturer. State attorneys are getting motivated and juries may be sympathetic. The author believes that this is the real way to bring about change.

Teacher Education

Ascher (1994) asserts that school violence has given new urgency to improving the recruitment and training of teachers, particularly those entering urban schools. To heal the alienation and hopelessness of many urban students, teachers must be found who will serve as role models and who will live in the communities where they work. This will help "reweave the torn fabric of community between teachers, students, and their parents" (p. 4). At the same time, there needs to be a wider job preparation of the entire school staff. Training must go beyond teachers, administrators, counselors, and other professionals. It must extend to all employees, including paraprofessionals, cafeteria staff, secretaries, custodians, and bus drivers. Training must be both immediate and long-term, and both in-service and pre-professional.

- Inservice training needs to address the immediate problem of violence in the classrooms, the cafeteria, the halls, and other schools areas. All school staff need to know how to behave when a student has a gun, how to diffuse potential conflict among students, and how to break up fights.

- Pre-professional training needs to be expanded to include more social analyses, so that prospective teaches, counselors, and administrators develop a deeper understanding of the issues that impinge on violence: poverty, the media, gun control, parenting, and joblessness. In addition, school staff needs to be better prepared to teach socialization skills and nonviolent conflict mediation. Finally, prospective educators must be trained to work cooperatively with each other and with professionals outside the school.

Gable, Manning, and Bullock (1997) report that in respond to the challenge of school aggression and violence, teacher educators are exploring ways to provide prospective teachers with knowledge of violence prevention, as well as appropriate intervention strategies. The following recommendations are offered to teacher educators seeking to prepare future teachers to cope with disruptive, aggressive, and violent students:

1. Teacher education programs should include curricular elements that prepare prospective educators to work with disruptive, aggressive, and violent students. These include the ability to: (a) establish and maintain a positive and safe school climate; (b) identify early signs of disruptive behavior and respond in ways that emphasize prevention/intervention; (c) defuse and mediate potentially explosive confrontations; (d) effectively handle students who possess weapons on school grounds.
2. Teacher education programs should prepare teachers to make instructional and environmental modifications for purposes of prevention and intervention. This means educators need to plan and implement chronologically-appropriate and culturally-relevant programs that are neither too rudimentary nor too challenging. Pre-service and inservice teachers and administrators need to know how the conduct of instruction can influence student attitudes and behaviors. They must

rely on instructional strategies that have been shown to facilitate academic achievement and that reduce the likelihood of disruptive responses.

3. Teacher preparation programs should prepare other professionals to serve as resources and on intervention teams. Counselors, school psychologists, nurses, paraprofessionals, and security liaisons need to be prepared to understand crisis theory and mediation; to know how to conduct a functional assessment of problem situations; and to know non-aversive behavior management techniques.

4. Teacher preparation programs should emphasize comprehensive approaches that reflect the complexity of aggression and violence. Rather than relying on a single approach, schools will need to undertake broad-based, trans-disciplinary, integrated programs of prevention/intervention. Education personnel must be able to establish programs that halt aggression before it takes hold; develop consequences that thwart student aggression; and offer students relevant and appealing educational options.

5. Teacher education programs should emphasize the significance of professional collaboration and teach the process of collaboration. Many of the aspects of the preparation of general educators, special educators, speech-language therapists, guidance counselors, mental health workers, and health service should be merged. This would facilitate dealing with student problem behavior; offer greater access to agencies such as mental health and juvenile justice; and establish collaborative relationships with professionals within the community. Educators must be taught the process of collaboration and team problem-solving.

In conclusion, teacher educators need to develop comprehensive training program that address inservice and preservice needs to address the challenge of student disruption, aggression, and violence.

The School District Perspective

One focus of the literature on suggestions and strategies from the school district perspective was the proposal that modifications in school practices be examined, rather than imposing only more rules and stricter penalties for aggressive and violent behavior. Gable and Manning (1997) suggest four modifications that have the potential for reducing the negative effect of school conditions and flawed practices that can cause or exacerbate students' aggressive behavior.

(1) Organizational modifications

Some schools use "personal-environmental engineering" (p. 20). This entails monitoring outside areas where students congregate unsupervised, such as playgrounds and parking lots. Inside schools, officials improve lighting, redesign hallway traffic patterns, and strategically locate office areas and classrooms to increase security . Other organizational modifications include having students serve on councils, teams, and task forces; reducing school enrollment and class size for high-risk students; maintaining the appearance of the schools grounds, building, and classrooms; and offering alternative programs for non-college bound students.

(2) Curricular modifications

Students aggressive behavior often results from flawed educational practices. The school curriculum may contribute to situations that lead to student aggression by offering educational experiences that are incompatible with the students' development; task demands that far exceed students capabilities; unchallenging tasks which lead to boredom; unrealistic deadlines imposed on students; or coercive classroom management techniques. These situations need to be modified. Further, curricular experiences should be modified to teach appropriate responses to anger and conflict. They should also be modified to

reflect the growing diversity within the school-age population, so those students from widely ranging ethnic, racial, linguistic, and economic backgrounds do not feel ignored or mistreated.

(3) Programmatic modifications

Educational professional shave initiated various nontraditional programs to stem the increase in school violence and aggression. These programs have a comprehensive focus and represent collaborative efforts of schools, community, and social organizations, and parents and families. The programs focus on the multiple dimensions of the problem such as improving academics, self-esteem, and social skills, and include:

(a) Police Athletic League (PAL) which offers such activities as weightlifting and basketball after school and on weekends.

(b) Positive Alternatives to School Suspension (PASS) which consists of intervention strategies designed to minimize nonproductive social behaviors and includes individual and group counseling.

(c) Safe Schools in Portland (SSP) is designed to protect students and staff members from gang violence and includes employing extra personnel as campus monitors; removing all graffiti from school buildings, expelling students possessing weapons, and other like procedures.

(4) Philosophical modifications

A common philosophical position reflects a desire to control antisocial behavior rather than to teach students alternate responses to anger and hostility. Some interventions place too much emphasis on surveillance, metal detectors, and student expulsion policies, and too little on preventive efforts such as conflict resolution training. Changing intervention from punitive to more humane can

create for students a positive attachment to social and organizational structures within the school.

Another view of modification in school practices was recently presented at a summit in Richmond, Virginia on gangs and youth violence. Two law enforcement officers from Pearl, Mississippi discussed the tragic incident where a 16-year-old boy stabbed his mother to death and shot to death three other people. Since that incident, the school system has modified its practices to include a comprehensive plan in the event of another such incident including teaching children a "man-on-campus-with-a-gun drill." There is also a police presence in the schools, an understanding of which the law enforcement agency will process evidence, and a mechanism for dealing with the media. Further, the Mississippi legislature passed a law giving prosecutors the power to seek the death penalty for anyone 14-years-old or older who kills a student on school property (Williams, 1998).

At the same summit, several speakers, including school superintendents, offered other modifications to usual school practices:

(1) Money needs to be earmarked to help students as young as kindergarten who are at risk of joining gangs, doing drugs, or becoming violent because of family problems or peer pressure.

(2) Schools need to clearly spell out expectations and then consistently enforce them.

(3) Discipline will improve if children are taught values and have teachers and mentors who truly care about them.

(4) The state should consider lowering the age at which a student can drop out, from 18 to 16 because it is very difficult trying to make 16 and 17 year old middle school students behave. (Farmer, 1998)

Another type of modification is the training of educators to deal with violence on campus. Portner (1998) explains that "shooting drills" are one of the hottest professional development activities in education today, and gives several examples:

- In Sonara, California, the superintendent and a teacher demonstrated how to escape from a gunman by extending their arms and scooting backward toward an exit.
- In Grand Prairie, Texas, several school district employees participated in a mock hostage-taking situation orchestrated by local police officers. During the drill, an officer, camouflaged as an armed assailant, held staff members in the library.
- In Munster, Indiana, officials from several local school districts were instructed on how to identify a bomb and to secure a building if confronted with an armed assailant.

While many school administrators are in support of drills that teach school personnel how to deal with gun-toting intruders, some juvenile-crime experts contend that such training sessions are a poor use of education dollars. These experts believe that increasing the number of counselors, adding conflict-resolution classes, and addressing the underlying psychological problems that compel students to commit violent acts would be a far better investment.

A second focus of the literature was on alternative placements for disruptive, aggressive, and violent students.

Ramsey (1997) describes an alternative elementary school program. In Beaufort County, South Carolina public elementary schools, a program has been developed to take disruptive students out of classrooms. The behavior-management program, called 'Interim Skills," puts disruptive students in a more disciplined environment, so that teachers will not have to spend an inordinate amount of time dealing with problem students to the detriment of others.

The students are placed in a separate classroom to learn appropriate school behavior. They are taught to control their anger and behavior so they no longer distract their classmates. The

"Interim Skills" class usually has four or five students who spend at least two weeks from regular classes. After that, if their behavior has improved, they are allowed to return to their classrooms. Students placed in the program must first go through a referral system, which consults with the school's hearing officer, the principal, teachers, and parents.

Portner (1996) describes an alternative program for middle and high school students. In Union County, North Carolina, school officials opened a mobile classroom for its most disruptive students just yards away from the barbed-wire fence of the county's new jail. The program, called "Opportunity School," consists of 25 to 30 students who were transferred from two middle and two high schools in the county. Students who consistently use profanity, fight, or intimidate other students are candidates for the special school. The school superintendent explains that the school is located next to the jail because "We hope these students recognize it's getting serious. If they don't learn to get along with people and control their anger, they could be residents of that facility" (p. 1).

In addition to regular course work, the students will take anger-management and conflict-resolution classes where they will learn problem-solving and perform cooperative group activities. They will also learn vocational skills and earn pocket money by doing odd jobs. The deputy sheriffs at the jail act as mentors to the students and spend time with them between shifts.

Students whose behavior improves while at the alternative school are allowed to return to their regular schools. However, a student who continues to violate school policy by being disruptive in class, fighting, or using profane language can be suspended from recreational activities, sent to a counselor, or sent to the sheriff's office. Students who are sent to the sheriff's office three times face suspension for the rest of the school year.

The effectiveness of such a program remains unclear. Other programs have brought students together with convicts to impress on the young people the potential consequences of their

behavior. However, school-safety experts say the "scared straight" approach tends to be more effective with well-behaved students. Serious offenders are often not impressed.

Most teachers and principals in the school district have been largely enthusiastic about the project; while others are unsure about the tactic and wonder what the consequences will be for young people.

Again, Portner (1998) reports that the Savannah-Chatham County, Georgia school district has adapted an "early detection system" to identify violent youth. Before new students are enrolled in the school system, their police records are pulled. Any student who has committed one of seven serious felonies, such as armed robbery or rape, is immediately transferred to a special alternative school. One principal has prevented 15 students with violent histories from enrolling this year.

The American Federation of Teachers (AFT) (1998) strongly supports the use of alternative educational placements for violent and chronically disruptive students. In the AFT's "Bill of rights and Responsibilities," principle number three says, "All students and staff have a right to learn and work in school districts that have alternative educational placements for violent or chronically disruptive students" (p. 6). Three reasons are given for having alternative placement:

(1) To ensure safety: Students who are violent pose a threat to themselves, to other children, and to staff. Violent students must be moved from regular classroom settings into alternative schools until they no longer pose threats to others.

(2) To prevent disruptions to learning: Disruptive or violent students violate the rights of the majority of students who came to school to learn. Prompt removal of these students can salvage previous time for teaching and learning.

(3) To provide appropriate help to disruptive and violent students: These students need to be placed in an environment where they can receive special assistance with their behavior problems and continue to receive academic instruction.

The AFT believes alternative educational settings should include these characteristics:

- Clear behavioral benchmarks must be established for students that explain what they must attain to return to the regular classroom or school.
- There should be a range of alternative placement options, from in-school measures, such as in-school suspension, to alternative schools or correctional institutions.
- Effective communication must be maintained among students, parents, and teachers.
- Significantly lower pupil-teacher ratios are needed, as well as staff member who are competent academic instructors with special training in helping disruptive and violent students.
- All placements should provide students with rigorous academics and supplementary counseling and supervision.

However, alternative educational placements should be one part of an overall discipline program. When effective discipline strategies are in place, only a small number of students will need to be placed in alternative settings.

A third focus of the literature was on two research studies that examined the use of specific strategies to change the behavior of disruptive students. The first study was conducted by Hudley (1992) and investigated "the reduction of peer direct aggression among highly aggressive African American boys." The following is an abstract of the study:

> A study of highly aggressive African American boys sought to understand the effect of an attribution retraining program designed to reduce aggressive males' tendency to attribute hostile intentions to peers following ambiguous, negative interactions. One hundred and one African American aggressive and non-aggressive elementary school boys in Los Angeles (California) were randomly assigned to an attributional intervention, an attention

> training program, or a non-treatment control group. Subjects' reactions to hypothetical peer provocation, teacher ratings of aggressive behavior, and referrals for formal disciplinary action were evaluated for both statistical and clinical significance. The effects of attribution retraining on aggressive participants' judgments and behavior toward a peer in a laboratory task were also evaluated. Compared to their counterparts in the attention training and control groups, aggressive subjects targeted for the attributional intervention showed a significant reduction in the bias to presume hostile intent on the part of peers in both hypothetical and laboratory simulations of ambiguous provocation. Intervention participants were rated as less reactively aggressive by their teachers following treatment and were less likely to be sent for disciplinary action. The benefits of attributional change and its limitations in the population sampled are discussed.

The second study was conducted by Cameron et al (1996) with the intention of "creating peaceful learning environments." The following is an abstract of the study.

> Three action research projects were conducted with the intention of creating peaceful learning environments in Canadian schools from kindergarten to twelfth grade. The first project focused on social skill development, especially conflict management, for elementary school students in a rural New Brunswick school. Staff used Washington State's Seattle Committee for Children's Second Step materials. Although the number of disruptive playground incidents did not diminish significantly, parents and teachers thought that students had developed more prosocial behaviors and had developed skills for handling disputes. The second project evaluated conflict resolution training with elementary and junior high school teachers in an inner city school district. Incidents of violence were less frequent at the intervention school in comparison to the number at the comparison school during the post-test. Teachers identified additional needed work in conflict resolution. The third project engaged high school students in anger management training based on their self-reports of disruption of their academic performance from the prevalence of violence in their lives and their suggestion of anger management as a solution. Thirty grade 10 students were randomly assigned to one of two cognitive behavioral treatment groups or to a control group. Eight sessions were conducted twice weekly. Students reported increased awareness of process of anger arousal and increased repertoires of responses.

The School Perspective

One focus of the literature on suggestions and strategies from the perspective of individual schools was from the Metropolitan Life Survey of the American Teacher (1993). Teachers and secondary students indicated that they are in general agreement that their schools have made adequate or more than adequate efforts to address issues of violence. One question on the survey asked students in grades 7 to 12, "What kinds of steps has your school taken to stop or reduce the violence in or around your school?" The top five responses were: (1) suspended or expelled

students when they were violent; (2) instituted a dress code or banned certain types of clothing; (3) started a disciplinary code; (4) provided counseling for students or their families; and (5) had visitors talk to classes about crime and violence. (See Table 2 for the complete list of responses.)

Table 2

STEPS SCHOOLS HAVE TAKE TO STOP OR REDUCE VIOLENCE

QUESTION: *What kinds of steps has your school taken to stop or reduce the violence in or around your school?*

(7-12 Grade Students)

	STUDENTS PERCENTAGE
Suspended or expelled students when they're violent	81
Instituted a dress code or banned certain types of clothing	63
Started a disciplinary code	50
Provided counseling for students or their families	45
Had visitors talk to classes about crime and violence	40
Held meetings for your class or the entire school	37
Made random checks of bookbags, backpacks or lockers	31
Placed monitors in the hallways	29
Hired security guards or police in or around the school	28
Conducted classes on how to talk about problems, rather than fight	24
Started safety or anti-violence programs	14
Provided a hotline for students to call	13
Used hand-held metal detectors	5
Made students walk through metal detectors	2
None of these things	2
Not Sure	3

- Developing programs to increase mutual respect among students and school staff: School-wide interventions are needed which develop self-respect and self-discipline in students and positive working relationships among adults. Some elementary schools are teaching students such skills as how to greet each other and interact with each other in respectful ways. Both elementary and secondary schools are teaching students and adults methods of resolving conflicts.
- Expanding the role of the guidance counselor: Many counselors generate group work to improve the way students interact during times of stress or conflict. Some counselors are also working with cafeteria staff, bus drivers, and other support staff, as well as with parents.
- Reaching out to parents: The growing number of "children with children" and other unprepared parents put new pressure on schools to support families and to teach parenting skills. Some schools have community facilitators who work with parents to make them feel more comfortable with schools and to help them enhance and expand their parenting skills.
- Treating the aftermath of violence: Students who have witnessed or been involved in violence suffer from post-traumatic stress, which can include anxiety, fear, emotional constriction, attention difficulties, and sleeplessness. These students need counseling to help them with their feelings of confusion, grief, and anger.
- Instituting "safe school" plans: A number of schools are developing plans and strategies to insure safe schools. These plans work best when the developers include parents, school staff, and representatives from community groups.
- Joining with the community: Violence is not only a school program, it is also a community and societal problem. Therefore, any solution has to draw in a wider circle of participation and include such stakeholders as police officers, gang

intervention workers, mental health workers, social service workers, clergy, the business community, and neighbors, as well as students, school staff, parents, and other interested citizens.

■

The St. James-Assiniboia School Division (1998) has issued a list of suggestions for individual schools to use for dealing with students exhibiting disruptive behavior:

1. Schools will develop a climate necessary for mutually respectfully relationships. Schools will focus on developing cooperation and responsibility.
2. Schools will involve parents in their child's education, in a meaningful and cooperative manner.
3. Schools must provide programming and placements for students at their appropriate development level.
4. Schools will develop preventative programs in the areas of behavior and discipline.
5. Schools will follow the Division's "Code of Conduct," as well as develop rules and procedures that are specific for the individual school.
6. Schools must intervene in cases where a student's classroom behavior becomes unacceptable.
7. Schools will develop a team approach toward solving severe behavior problems.
8. Schools will develop a plan when behavior becomes unacceptable.
9. Schools must help staff to become knowledgeable about a variety of strategies, including: behavior contracts, use of time-out, use of rewards and consequences, and other intervention techniques.
10. The Division will consider effective alternative learning opportunities when the behavior of disruptive students impacts on other students in a negative manner.

The School Division believes that the use of effective teaching practices reduces unacceptable behavior and that schools should make every effort to provide an appropriate education for all students in order to develop responsible and tolerant citizens. Expulsion from school should be viewed only as a last resort when all other avenues to bring about desired changes have failed.

Pastorino (1997) describes a mediation approach that can be used by schools to diffuse potentially violent situations. The approach is a student-designed consensus model of peer mediation which was generated from the experience of a team of ten students, who had been involved in two to nine conflicts, 1,500 students at the school represented 26 ethnic cultures, which often resulted in misunderstanding and conflict. The peer mediation program reduced the incidence of overall conflict by 50% per year during the first tow years of its existence.

The team of ten students used consensus-building techniques to create a model of the mediation process as they experienced it. The stages of the model designed by the students from their own experiences are similar to those represented by various structured models of mediation and include the following:

- Stage 1. This was described by students as "getting it all out." This stage is depicted by students giving full voice to their experiences of the dispute and the empathetic listening of peer mediators. Disputants are able to tell their sides of the story and to be heard and validated rather than judged.
- Stage 2. This was described as the process of working through the factual content of what happened and clearing up inconsistencies. The mediators and the disputants collaborate to break through triangulated miscommunication and to sort out an acknowledge conflicting experiences. Disputants begin to understand that there may not be a single truth but multiple truths, all correct.

- Stage 3. During this stage, students realize new understandings about themselves and the others that are powerful and resolving. They reach higher levels of personal and interpersonal understanding and are able to let go of the conflict and begin new ways of relating to others.
- Stage 4. In this stage, the disputants create an agreement that is fair for both parties.
- Stage 5. Disputants depart mediation with mixed feelings of hope and caution. Later, they reported a continuing post-process manifestation of hope because of their awareness of and experience with new and more competent ways of communicating.

In conclusion, the peer mediation model fosters authentic communication, understanding, acceptance, empowerment, and skill building and has the potential to reduce and prevent violence through the development of alternatives and nonadversarial options for resolving conflicts.

The Classroom Perspective

The literature on the classroom perspective offers a variety of preventive and corrective techniques. The literature also implies that if a teacher has the ability to use effective classroom management strategies, there will be fewer classroom problems which could escalate into disruptive, aggressive, or violent student behavior. The literature can be divided into three categories: (1) elementary classrooms, (2) middle and secondary classrooms, and (3) K-12 classrooms.

ELEMENTARY CLASSROOMS

Henley (1997) states that many teachers spend 30% of their instructional time on discipline. The following six strategies will keep their classrooms more focused and provide more instructional time.

1. Move around the room. Moving around the room while teaching will keep the students more focused.
2. Teach social skills. Social skills will help the children to get along better with each other. These skills should be part of the curriculum and be incorporated into many lesson plans.
3. Have a sense of humor. By integrating their own sense of humor, teachers can help students bridge friendships for them and other students.
4. Don't take disruptive behavior personally. It is important for teachers to have emotional detachment because this will allow them to think clearly. Most students are not intentionally trying to make the teacher mad.
5. Look for causes of discipline problems. Analyze the problem and ask questions about its source because there may be a very simple solution.
6. Promote student responsibility. Help students to be responsible for their own behavior by letting them contribute to classroom rules and by holding discussion to "troubleshoot" problems.

Novelli and Peterson (1993) offer several teacher-tested strategies for "banishing the behavior problems in your classroom," and for creating a positive learning environment for all students. The behavior problems may involve:

Name-calling

1. Talk privately with the student. Make sure he knows the meaning of the words used and their effect on other's feelings.
2. Offer substitute words to use.

Hitting and Pushing

1. Reinforce time spent not hitting or pushing. Use tokens or points to be traded later for other rewards.

2. Have the child pay a fine, either in time or privilege.

Tattling

1. Ignore all forms of tattling. This removes attention from the situation. But be sure to appraise the situation first, in case a real problem exists.
2. If tattling continues, give attention or special privilege only when the child stops tattling for an appropriate amount of time.

Dawdling

1. Reinforce gradual steps toward increasing the amount of work completed.
2. Have a timer sound at varying intervals, if the student is working when the timer beeps, give praise or a token to be traded later.
3. Write a contract specifying on-task behaviors and consequences.

Poking and Touching

1. Place the student's desk away from others, especially during independent work.
2. Take away a valued privilege for each incidence of poking.

Not Sitting Still

1. Privately explain to the student that some activities are annoying to others.
2. Provide a separate study area. Be sure to allow enough room for normal motor activity.
3. Shorten length of different activities so the child can change seats and change focus.
4. Consult with the school mental health professional if you think the behavior may be caused by drugs, medication, etc.

Talking Back

1. Implement a unit on debating that involves all students.
2. Ignore back talk during class discussions as much as possible.

3. Discuss the situation with parents. Hidden causes may be found.

Lying, Cheating, Stealing

1. Deal directly with the problem by using class rules and consequences. Example: do not give credit for work earned by cheating.
2. Allow the truth to be told without excessive punishment.
3. If property damage or loss is involved, require the child to make retribution in some way.
4. If dishonesty persists, plan a parental conference.

Complaining About Playmates

1. Observe the child's interaction with others.
2. If the child has few social skills, use role-play in private to develop specific skills.

Being Unprepared to Work

1. During a private talk, determine if financial hardship is a cause. If so, find out if school resources are available to the student.
2. Provide verbal reminders, notes to take home, and checklists to help parents monitor what their children need to bring to school.

MIDDLE AND SECONDARY

Berry (1994) says the following tips will help a teacher who is dealing with a student who has a behavioral problem:

Verbals:

1. Remain calm and in control. If you speak calmly and keep a cool head, it will help to calm down the child.
2. Listen to what the child has to say. Do not interrupt him/her; this just makes the child more frustrated. Remain nonjudgmental throughout the child's story, but when there is a pause to add supportive phrases like, "I see why you feel this way"

or simply "Okay." This assures the child you are listening to what he/she has to say.

3. Beware of your own tone, volume, and rate of speech. You should keep your voice calm and you should speak clearly and slowly. Your volume should not be too loud or too soft.

4. Use the student's name.

5. Give the student choices and consequences.

Nonverbals

1. Respect the student's personal space. Do not stand too close.

2. Keep an open stance. Do not cross your arms; it gives the impression you are not listening or that you don't agree.

3. Make sure your eye contact and facial expressions are appropriate to the situation.

Hawley (1997) offers seven tips for creating a peaceful classroom:

1. Have a genuine interest in your students. Greet students at the door. Learn about students' culture(s). Be aware of teen slang terms. Offer praise and encouragement frequently. Attend to students as individuals, not just to the class as a whole.

2. Communicate classroom rules clearly. Enforce rules fairly and consistently. Consider each incident's unique circumstances while making discipline-related decisions.

3. Be objective, not judgmental. Try to adopt the students' perspective. Look at issues from a variety of perspectives.

4. Show that you are human. Be prepared to admit your mistakes. Use humor, when appropriate.

5. Minimize the power differential in everyday communication. Sitting behind a desk or standing behind a podium can send the message that you want to create some distance between yourself and the students.

6. Address problem behavior directly and immediately. Unresolved conflicts and issues often resurface. Addressing a problem early lessens the chance that it will expand.

7. Adopt a collaborative approach. Maximize student opportunities for choices within the classroom. Consider the perspective that this is "our" classroom, not "my" classroom. Actively solicit students' opinions.

Scott (1996) offers a list of tips for handling the student who expresses defiant, aggressive, or possibly violent behavior:

- Try to calm the student.
- Don't try to physically restrain the student.
- Don't humiliate him/her.
- If the student will not discuss the problem, ask if he or she would like to speak with someone else, perhaps the guidance counselor.
- Help the student to find alternative solutions to the problem that will allow him or her to save face.
- Remove the audience of other students by asking the student to step outside in a non-confrontational manner.
- When the situation is settled, refocus on the rest of the class, calming the other students.
- Afterwards, contact the school nurse or the school psychologist to help with the problem so that it doesn't recur.

Elias (1998) offers a very specific inductive strategy for helping students use a consistent format for thinking through a range of behavioral problems and concerns. The strategy is called "The Problem Tackler." The format involves a self-questioning procedure to help students think about a problem and move toward responsible action (see Figure III.)

Teachers keep Problem Tacklers handy and direct students to fill them out when they are upset or troubled, before talking to the teacher about the problem. Filling out the Tracker allows for a more thoughtful discussion. It also makes it clear that students are responsible for their own behavior and for trying to solve their own problems.

Further, this procedure now comes in a computerized version, entitled "Student Conflict Manager/Personal Problem solving Guide." This software is designed for middle and high school students who can sit down at a computer and be led through a problem-solving procedure. Students have used the software to address conflicts with peers and other concerns. An action plan can be printed, which can be shared with teachers or parents. Students benefit greatly if the teacher follows with them within a few days of generating plans either with the "Student Conflict Manager" or the "Problem Tracker."

Figure III

Outline for the Problem Tackler

Name _____

Date _____

1. In this space, write (or draw) what it is bother you or that was a problem for you the week. Try to include *who* is involved and *when* or *where* it is taking place.

2. What did you say and do? *or* What would you like to say and do?

3. What happened in the end? *or* What would you like to have happen?

4. So far, how easy or hard has it been for you to stay calm and under control when dealing with this? (Circle one number):

Very easy to control myself	pretty easy	so-so	pretty hard	very hard to control myself

5. How satisfied are you with how you have been trying to solve the problem so far?

Not at all	only a little	so-so	pretty satisfied	very, very Satisfied

6. What do you like about what you have been doing so far?

7. What don't you like about what you have been doing so far?

8. What are some other ways you can handle the situation?

K.-12 CLASSROOMS

Two comprehensive approaches to classroom discipline and management are applicable to grades K-12. Both are aimed at reducing student misbehavior.

The first approach has been developed by Emmer, Evertson, Clements, and Worsham (1997) and offers a series of strategies for dealing with problem behavior. These give teachers the opportunity to select the ones that best fit the specific situation. This approach is presented in Table III a format of categories that specify the behavior problem and the management strategy that is designed to solve it.

Table 3 - Strategies for Dealing with Problem Behavior

Problems	Interventions
1. Non-problem - brief inattention, some Talk, short pauses; do not interfere with instruction.	1. No Intervention - ignore
2. Minor problem - calling out, leaving seat, passing notes, social talking; do not disrupt student learning.	2. Minor Interventions - (a) Nonverbal cues - eye contact, hand signals (b) Move the activity - eliminate dead time (c) Proximity - moves closer to students (d) Use group focus (e) Redirect the behavior (f) Issue a brief desist
3. Major problem, but limited in scope and effects - off-task, not completing assignments; interferes with learning; cheating, vandalism	3. Moderate Interventions - (a) Withhold a privilege (b) Isolate or remove student (c) Use a fine or penalty (d) Assign detention (e) Refer to administrator
4. Escalating or spreading problem - Roaming around room calling out irrelevant comments, talking about, refusing to cooperate	4. More Extensive Interventions - (a) Individual contract with student (b) Conference with parent (c) Use a check or demerit system - give when rules are violated; penalties are attached (d) Use problem solving - "Choose to be Responsible" (See Figure ___)

Problems	Interventions
5. Special Problems - (a) Rudeness toward the teacher - Sassy back-talk, arguing, crude remarks (b) Chronic avoidance of work Does not do or complete assignments (c) Fighting (d) Defiance or hostility toward the Teacher - may be threatening; other students may react this way	5. Additional Interventions - (a) Inform that behavior is not acceptable; send to office; use school procedures (b) Tie work to grades; talk to student; call parents or guardians; talk to athletic coaches (c) Alert other teachers and administrators; may or may not decide to intervene; file report with office; possible suspension (d) Talk to student privately if possible; avoid a power struggle; give student time to leave room; do not argue; get assistance from office.

The second approach is presented by Charles (1998) who describes ten models of discipline. The models present the suggestions of leading authorities for reducing the types of student misbehavior that stifle learning, produce stress to teachers and students, and lead to aggression and violence. The models are intended to promote good student behavior. Yet, it is understood that misbehavior cannot be eliminated entirely; it occurs even in the best classrooms. However, it can be kept to a minimum when teachers understand and use elements from the models. Following is the name of each model, its central focus, and comments about the model (see Table 4).

Table 4 Disciplinary Models

Model	Central Focus	Comments
1. **The Redle & Wattenberg Model**: *"Discipline Through Dealing with the Group"* by Fritz Redle and William Wattenberg	(a) Deals with group behavior in the classroom; (b) Students behave differently in groups and may assume roles of leader, clown, fall guys, instigators; (c) Teachers need to understand group dynamics and influence techniques	1. Model provides teachers with a better way of dealing with classroom misbehavior 2. Model gives a procedure for diagnosing the causes of student misbehavior
2.**The Neo-Skinnerian Model**: "*Discipline Through Shaping Desired Behavior*" based on the work of B.F. Skinner	(a) Focuses on shaping behavior through reinforcement; (b) Using behavior modification strategies such as social reinforcers, graphic reinforcers, tangible reinforcers; (c) Using economies and behavior contracts	Model has been criticized because (a) it may give teachers a tighter control on student thought and action; (b) rewards may be counterproductive; (c) process is often ineffective for serious misbehavior. Model has been lauded because of its powerful effects
3. **The Kounin Model**: *"Discipline Through Classroom Management"* By Jacob Kounin.	(a) Deals with teacher behaviors that lead to student involvement while reducing misbehavior; (b) Focuses on concepts of the ripple effect, withitness, momentum, group alerting, overlapping, satiation	(a)Model is effective in creating and maintaining a classroom atmosphere conducive to learning; (b) Model does not provide a complete program of discipline that can prevent and correct misbehavior

4. **The Ginott Model:** *"Discipline Through Congruent Communications"* by Haim Ginott	(a) Looks at congruent communication which addresses the student's situation rather than the student's character and personality; (b) Uses "sane" messages and "I" messages; (c) Teachers use inviting cooperation and correcting by directing	(a) Model recognizes the link between the way teachers talk to students and the way students behave in return; (b) Reminds teachers that students are sensitive and should be treated positively; (c) Model does not help teachers deal with student defiance, hostility, verbal abuse, or other serious behaviors
5. **The Dreikurs Model:** *"Discipline Through Democratic Teaching and Confronting Mistaken Goals"* by Rudolf Dreikurs.	(a) Focuses on establishing a democratic classroom and teaching style; (b) Focuses on identifying and dealing with student mistaken goals; (c) Explores the underlying cause of student misbehavior--the need to belong; (d) Identifies autocratic, permissive, and democratic teachers	(a) Model can bring about genuine attitudinal changes; (b) Teachers must have counseling skills; (c) Model takes a long time to produce results; (d) Model is strong in preventive and supportive control, but weak in corrective control
6. **The Canter Model:** *"Discipline Through Assertively Managing Behavior"* by Lee and Marlene Canter	(a) Shows teachers how to take charge in the classroom; (b) Focuses on student needs, class rules for behavior; students proper behavior, consequences for misbehavior; (c) Use of corrective control and assertive responses to teach children how to behave responsively	(a) Model has widespread popularity because of effectiveness in preventive and supportive classroom control; (b) Model has been criticized for being too harsh and too focused o suppressing behavior and for the extensive use of rewards and praise; (c) Research evidence is mixed about its effectiveness

7. **The Jones Model:** "*Discipline Through Body Language, Incentive Systems, and Efficient Help*" by Fredric H. Jones	(a) Focuses on helping students support their own self-control, behavior, and procedures for providing efficient help to students; (b) Reminds teachers to catch misbehavior early, to use physical proximity, to use Grandma's rule, to not use threats; to establish class rules	(a) Model provides strong help in preventive and supportive discipline; (b) Model does not help with students who seriously misbehave; (c) Teachers must understand Model's techniques and practice them repeatedly
8. **The Glasser Model:** *"Discipline Through Meeting Needs Without Coercion"* by William Glasser	(a) Believes that schools must be redesigned to emphasize quality in student's work; (b) Schools must address what is important in student's lives; (c) Help satisfy students' basic needs for survival, belonging, fun, and freedom	(a) Model wants schools to emphasize quality work; (b) Model wants teachers to function as "lead teachers" who provide support and encouragement; (c) Schools are not likely to make a Transition to the Model
9. **The Gordon Model:** *"Discipline Through Developing Self-Control"* by Thomas Gordon	(a) Believes that the only true discipline is self-control that occurs internally; (b) Gives teachers a strategy for helping students become self-reliant decision-makers; (c) Emphasizes problem	(a) Model techniques are designed to help teachers promote self-control in students; (b) Model urges teachers not to use rewards or punishments to control student behaviors; (c) Model is criticized because it does not address hard to manage classes
10. **The Curwin Model:** *"Discipline Through Dignity and Hope"* by Richard Curwin and Allen Mendler	(a) ownership and "I" messages Focuses on improving student's behavior while preserving their dignity; (b) Offers suggestions for motivating students, ensuring success, helping students behave responsibly; (c) Describes and makes suggestions about "behaviorally at risk" students and "difficult-to-control" students; (d) Points out the ineffectiveness of traditional methods of discipline.	(a) Model seems to provide help for working with chronically misbehaving students; (b) Model is criticized because teachers may not be able to handle the possible verbal abuse while waiting for a change.

In conclusion, the ten models of discipline present a wide range of options and alternatives for brining about acceptable classroom behaviors, while meeting students' predominant needs. However, teachers are not asked to analyze the models presented and select that which serves best. Despite their many positive attributes, the models do not react well with all groups and situations. Student backgrounds differ, as do their language patterns, values, experiences, and support from home. Likewise, teachers differ too in their personalities, philosophies, preferences, styles of communication, and ways of teaching. Given such a range of differences among students and teachers, it is understandable that no one model would accomplish all that a teacher might need.

For that reason, it is suggested that teachers build their own personal systems of discipline tailored to their students, situations, and preferences. The ten models of discipline contain a wealth of methods, strategies, and techniques from which teachers can select to form a system of discipline that meets their particular needs.

Summary of Solutions to Problem of Student Misbehavior, Aggression, and Violence

Figure III

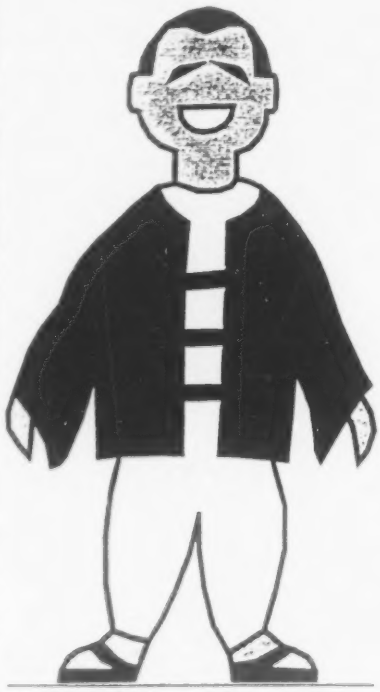
National

- Laws and court orders about attacks on teachers
- Reducing crime in the community
- Holding parents responsible
- Increasing after school programs
- Decreasing access to firearms
- Solving children's mental health problems
- Training teachers and other school staff

School District

- Modifying school environment
- Modifying curriculum
- Modifying programs
- Modifying philosophical positions
- Initiating nontraditional programs
- Initiating alternative programs and schools
- Developing plans for dealing with violence
- Providing conflict management
- Using research studies

Student



Cooperative
Responsible
Secure
Hopeful

School

- Creating safe environment
- Increasing mutual respect
- Reaching out to parents
- Joining with the community
- Using mediation approaches
- Placing students at appropriate levels
- Instituting discipline codes
- Instituting dress codes
- Providing counseling
- Using security guards, metal detectors

Classroom

- Keeping students more focused
- Using verbal and nonverbal behaviors
- Creating peaceful environments
- Creating positive learning environments
- Using inductive strategies to solve problems
- Using strategies for handling aggressive behavior
- Understanding models of discipline
- Developing personal systems of discipline

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Annotated Bibliography

ANNOTATED BIBLIOGRAPHY

AFT seeks safe, rigorous schools. (1995, October). Teacher Magazine, 10-11.

The American Federation of Teachers believe that the key to safe schools originates in high standards of achievement and conduct. The organization stresses the importance of dealing with parents' and community fear, lest they start supporting vouchers, privatization, and other measures which undermine public schooling. Their reform project which the article discusses is called *Lessons for Life: Responsibility, Respect, Results.* Included in the project is also a 10 point "Bill of Responsibilities for Learning," which says basically that all students and staff have the right to live and work in schools and school districts with clear discipline codes. The AFT plans to implement the project for at least a year.0

American Federation of Teachers. (1998). Alternative educational placements for violent and chronically disruptive students [On-line]. Available: http:///www.aft.org/altpla.htm

Alternative educational settings are not defined as a cure all, but rather a necessary component of a system that wants to reduce disciplinary problems. Alternative settings ensure safety, prevent disruptions from learning, and provide appropriate help to disruptive and violent students. Characteristics of ideal alternative settings are given, as well as discussion on whether or not the costs of such programs are feasible.

Ascher, C. (1994). Gaining control of violence in the schools: A view from the field. ERIC Clearinghouse on Urban Education Digest [On-line], 100. Available: http://eric-Web.tc.columbia.edu/digests/dig100.html

This article summarizes a day of discussion among urban educators about school violence and possible prevention measures. The discussion is being held by public school educators who are actually involved in these situations, rather than university researchers. Such a digest is warranted according to the participants, because of the energy and resources that violence takes away from instruction. Sections of the article include the following: Large overburdened schools, Large schools and classes, Teacher isolation, uncertainty, and cynicism, Reaching out to parents, and Expanding the role of the guidance counselor.

Baker, J. (1998). Are we missing the forest for the trees? Considering the social context of school violence. Journal of School Psychology, 36 (1), 29-41.

In this paper, the relation between the community of the school and the prevalence of violence is examined. The author believes that children prone to violence are disadvantaged and unable to participate fully in their school setting, so the measures of prevention and intervention do not work for them. In other words, children bring social development problems to school with them, and the social setting at school determines if

and when those problems will lead to violence. Also examined, are ways in which schools might unintentionally perpetuate alienation and violence, such as the way children of the same age are grouped together and unsupervised during the less structured portions of the school day like recess. Strategies such as developing a caring school culture, promoting social competence, practicing classroom management, and promoting school structure and organization are discussed in the final section.

Cameron, C., Perrin, L, Grant, F, Fraser, W., & Taylor, K. (1996). Creating peaceful learning environments. Paper presented at the International Congress of Psychology, Montreal, Canada.

In the first project which focused on elementary school students in New Brunswick, researchers focused on social skills development and conflict management. While the number of disruptive behaviors did not decrease greatly, teachers and parents felt students had learned skills for handling disputes. The second project evaluated conflict resolution training in elementary and junior high teachers in an urban area. Incidents of violence were less frequent than in the comparison school during the post-test. The third project engaged high school students in anger management training. After 30 students attended behavioral treatment groups for eight sessions, they reported an increased awareness of factors which frequently produced their anger, as well as some appropriate responses to that anger.

Cangelosi, J. (1988). Classroom management strategies: Gaining and maintaining students' cooperation. New York: Longman.

This book refers to disruptive behavior as those actions which constitute "off-task" behavior among other students as well as the student exhibiting the behavior. Non-disruptive behavior is then characterized by daydreaming, failing to complete homework, and being quietly inattentive. Improved communication with students, modeling a businesslike attitude, avoiding destructive positive reinforcers, and avoiding destructive punishment are some of the ways suggested for increasing the prevention of disruptive behavior. The chapter entitled "Dealing with disruptive behaviors" discusses disruptive talking, but also examines through descriptive scenarios, greater issues such as perpetrating violence against both students and teacher.

Conduct disorders [On-line]. (1998). Available: http://www.users.globalnet.co.uk/~ebstudy/disord1/conduct.htm

The definition of conduct disorders involves a persistent pattern of behavior which violates the social rules and rights of others. In young children, physical aggression, bullying, destruction of property, and covert stealing, may all be signs of such disorders. A number of incidents are listed, and an occurrence of 3 or more in a 6 month period is likely to indicate a disorder. School based strategies such as behavioral management, self-control

instruction, self-esteem enhancement, parental education, and social skills enhancement are suggested as methods of dealing with students who have behavior disorders.

Cowley, G. (1998, April 6). Why children turn violent. Newsweek, 24-25.

The author questions how factors such as violence on TV, violence in the home, violence on the street, and violence in video games, combine to entice young children to engage in violent activity themselves. While it may seem that news of this type is heard everyday, in reality the number of killings by kids under age 17 is down since the early 90's. Also, of 1234 elementary and secondary schools surveyed, 43% reported no crimes at all during the 1996-97 school year. Perpetuators of the crimes are typically male, and typically encompassed by a feeling of powerlessness. Factors which appear prevalent in urban community crime are described as poverty, powerlessness, rage, growing up without caring adults, and being surrounded by delinquents and crime on a daily basis. Suggestions for dealing with this issue include the following: paying more attention to what children have to say, intervening when a child seems to be withdrawing, teaching children to resolve conflicts, and teaching children to express communicative feelings.

Curwin, R. & Mendler, A. (1980). Awareness of students. In The discipline book: A guide to school and classroom management. Reston, VA: Reston Publication Company.

The authors give a clear definition of "disruptive behavior" as they see it, as well as a description of a "disruptive behavior checklist." Making a disruptive behavior chart is suggested, listing disruptive events and the dates so that an outside observer can come into the classroom and simply mark the chart if disruptive behaviors occur. The authors also explain how the chart can be used as a basis for problem solving in small groups or individually within the classroom environment.

Disruptive students could get the boot. (1997, April 30). WRAL OnLine. Available: http://wral-tv.com/features/ey...1997/0430-xgr-school-3strikes/

In North Carolina lawmakers believe that teachers could use help in dealing with disruptive students. Their bill would expel students after three violations. Students who were questioned believe that this will rid their classrooms of the disruptive students whom they see in every class. Teachers felt that some educators might use this as a way to get unwanted students out of their schools permanently, and others felt that these disruptive students are the ones who really need the structured day at school the most. The three strikes bill can be stated simply as follows: Strike 1 - student acts up and is suspended, Strike 2 - student comes back and acts up again, Strike 3 - student acts up and is out for good.

Dreikurs, R., Grunwald, B., & Pepper, F. (1982). Changing the child's goals. In Maintaining sanity in the classroom. New York: Harper and Row Publishers

This chapter discusses the necessity of dealing with disruptive problems immediately when they occur. In a study done in Germany, on average teachers had to interrupt classroom procedures every two and a half minutes. Examples are given for describing how to react in certain situations, however a basic principle is also suggested: a disturbing form of demanding attention can be turned into a constructive one so that the child no longer feels the need to receive special attention in order to fit into the group.

Elias, M. (1998). Resolving conflict and preventing violence, school failure, dropout, and related problem behaviors. NASSP bulletin, 82 (596), 1-5.

In light of the fact that behavioral problems and disciplinary actions occur frequently in schools, the Panel on High Risk Youth of the National Research Council believes that punishment approaches are fairly unsuccessful in creating positive behavioral change. The author talks about the "problem tracker" being a good tool for the school in dealing with misconduct. Effective group guidance and life skills instruction are suggested, including having students keep track of concerns, problems or difficulties they may encounter. Self-monitoring is also a method which students might use in order to build social decision making skills. A model problem tracker outline worksheet is demonstrated as a way of allowing discussion, and making students responsible for solving their problems. Finally, schools or areas which have used a number of these approaches are referenced.

Emmer, E., Evertson, C., Clements, B., & Worsham, M. (1994). Managing special groups. In Classroom management for secondary teachers (3rd ed., pp. 188-191). Needham Heights, MA: Allyn and Bacon.

This chapter deals with students with special needs, such as those who are emotionally disturbed, those with attention-deficit hyperactivity disorder, and those who are visual or hearing impaired students. Learning to recognize behavioral clues, overlooking minor inappropriate behavior, reinforcing acceptable behavior, and reducing stressors, are some of the suggestions made in order to reduce the number of disruptions from these types of students in a classroom.

Emmer, E., Evertson, C., Clements, B., & Worsham, M. (1997). Managing problem behaviors. In Classroom management for secondary teachers (4th ed., pp. 164-169). Needham Heights, MA: Allyn and Bacon.

While students' general behavior problems are discussed earlier in the book, more severe problems are examined here, in addition to giving strategies for dealing with such problems. Among the strategies discussed, punishment is discouraged because it does not teach students correct behaviors. Some of the aggressive behaviors which are described include rudeness toward other students, overbearing bossiness, defiance towards the

teacher, fighting, and a chronic avoidance of work. All of these behaviors are capable of disrupting the normal classroom procedures.

Fox, J., & Newman, S. (1997). After-school crime or after-school programs: Tuning in to the prome time for violent juvenile crime and implications for national policy. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention

This report is based on data which indicates that the peak hours for juvenile crime are between 3:00p.m. and 8:00p.m. The authors believe that after-school programs could greatly impact the amount of crime occurring during part of those hours, if more activities for children were made available to them. Statistics cited in the report indicate that after-school recreation programs, Boys and Girls Clubs, and the Quantum Opportunities Program, have all decreased the frequency of juvenile crime in the areas in which they are active. The idea is stressed that policy makers and government officials need to spend more time and money on after-school programs for children so that they do not end up paying for the crimes these children commit later.

Gable, R. & Manning, M. (1996). Facing the challenge of aggressive behaviors in young adolescents. Middle School Journal, 27 (3), 19-24.

The authors state that most aggressive acts in middle schools consist of fighting and simple assaults rather than the more serious violent acts which are addressed in the media. Overall, the ideas in the article suggest a redefining of the school culture in order to deal with these problems of violence and aggression. Organizational, curricular, programmatic, and philosophical changes are discussed as a means of fighting aggression in the middle school. Finally, guidelines are given for planning and actually implementing program changes. The following suggestions are from the final section of the article: emphasizing problem-solving skills as well as academic instruction, promoting student self-esteem and developing competence in handling school and community situations, and acting early before patterns of aggression occur, and teaching nonaggressive, age-appropriate behavior to all students.

Gable, R., Manning, M., & Bullock, L. (1997). An education imperiled: The challenge to prepare teachers to combat school aggression and violence. Action in Teacher Education, 19 (1), .39-46.

As a result of the increased aggression and violence within the schools, the authors feel that action is needed in terms of preparing upcoming teachers for dealing with such issues. First, the reasons behind the increase in violence are examined, some of which include substance abuse, victimization, parental neglect, and exposure to violence in the mass media. The following are recommendations that the authors make for teacher preparation programs, based on their literature search: education programs should include curricular elements that prepare educators to work with violent students, they should prepare teachers to make instructional or environmental changes for prevention and intervention, and they should prepare other professionals to serve as resources and on intervention

teams. Basically, the article implies that the answer to dealing with children's fear of going to school and teachers' fears of working there, is to better prepare prospective educators for the aggressive and violent behaviors which they will encounter.

Gaskin, L. (1998). Dealing with disruptive students [On-line]. Available: http://www.itcc.cc.ca.us/programs/english/disrupt.htm

Strategies for dealing with disruptive students are given in list format from the Lake Tahoe Community College English Department. Some of the strategies listed include the following: document major student problems, move around the classroom, teach students the skills associated with being a successful student, split up disruptive groups, and treat students with respect.

Gegax, T., Adler, J., & Pederson, D. (1998, April 6). The boys behind the ambush. Newsweek, 20-26.

The article details the mass shooting at Westside Middle School in Jonesboro, Arkansas, by two boys ages 13 and 11. How carefully the incident was planned, the quantity of firearms and ammunition the boys had, and how clever they were in pulling the fire alarm to bring their victims to them, are factors in the case which shock the authors and the readers alike. Four young girls and a teacher were all killed, and the only explanation their families have is that Johnson (the 13 year old) was upset about a girl who wouldn't go out with him, or who had broken up with him. Experts and people on the street are quoted as they give their reasons for such insane acts, including the following: videogames, violent TV shows, inadequate male role models, and the rural Southern culture of guns and hunting. The final portion of the article is dedicated to the details of the young boys lives and speculations about what may have led them to this point of destruction.

Goode, S. (1995). Teachers strike back at disruptive students. Insight on the News [On-line], 11(46). Available: http://web7.searchbank.com/inf...389/642/19811146w3/3!xrn_7&bkm

C. Stephen Wallis, assistant principal at Howard High School in Maryland, discusses the need to get violent and disruptive students out of the classroom and into alternative schools so that they are not taking away valuable time from those students who want to learn. Several statistics and examples of violence throughout the country are cited to reinforce the need for action against disruptive students. Basically, Wallis calls for a new attitude from teachers and administrators in which discipline is consistent and strictly enforced. Instances are reported of teachers taking disruptive students to court in order to have their parents fined and have them expelled from school. Also teachers in Florida are asking a Senate committee to give them the power to expel disruptive students without all of the paperwork and bureaucratic process that is currently needed to expel. The article goes on to discuss several court cases in which students have been punished in various ways for their disruptive behavior.

Harris, L. & Associates, Inc. (1993). The American teacher, 1993. Violence in America's schools. Metropolitan life survey. New York: NY. (ED 397190).

This report assesses the views of teachers, students, and law enforcement officers with regard to the increasing violence and fear of violence in today's schools. Interviews were conducted with a national sample of 1000 teachers (grades 3-12), 1180 students of these grades, and 100 police department officials. In general, teachers felt safe in school, as opposed to only 50% of students who felt safe. Many tables and statistics within the report demonstrate such ideas as the following: where is violence most likely to occur, what types of students are most likely to become victims of violence, how many teachers and students have already been victims of violence, and how many teachers and students feel that the school's efforts to prevent violence have been successful.

Hawley, C. (1997). Tips for creating a peaceful classroom. Teacher Talk [On-line], 2(3). Available: http://education.indiana...as/tt/v2i3/peaceful.html

This brief excerpt from Teacher Talk lists seven tips for creating a peaceful classroom. Included in this list are the following suggestions: being objective, not judgmental, showing that you are human, minimizing the power differential in everyday communication, and communicating classroom rules clearly.

Hudley, C. (1992). The reduction of peer directed aggression among highly aggressive African American boys. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

The purpose of this study was to test the effects of an attribution retraining program which tried to reduce aggressive males' tendency to attribute hostile intentions to peers. Included in this study were 101 African American aggressive and non-aggressive elementary boys from Los Angeles. The researchers studied the boys' reactions to hypothetical peer provocation, teachers' ratings of aggressive behavior, and referrals for formal disciplinary action. Results indicated that intervention participants were less reactively aggressive following the treatment, as well as less likely to be sent for disciplinary action.

Hyman, I., & Perone, D. (1998). The other side of school violence: Educator policies and practices that may contribute to student misbehavior. Journal of School Psychology, 36 (1), 7-25.

Apparently, while school violence seems out of control, crime statistics say that the problem is overstated. The authors take a different stand on this issue as they look at students' victimization by teachers and educators with regard to discipline. They speculate that this kind of treatment may lead to misbehavior, alienation, and aggression. Some of the mistreatment of students by administrators and teachers includes the following: verbal maltreatment, strip searches, undercover agents in schools, corporal

punishment, and pyschological maltreatment. In summary, some of the very measures that educators take to prevent violence may in fact be triggering it in select cases. Research for schools is suggested in terms of the relation between student victimization and the rates and types of misbehavior and crime.

Jones, R. (1998). Intervention strategies for educators [On-line]. Available: http://www.enteract.com/~peregrin/add/interv.txt

Specific types of accommodations are given in order to address the needs of ADD students. Because the condition of these students affects their entire school experience, in particular their behavior in the classroom, suggestions are made in terms of the environment, stimulation, interest, excitement for reward, movement, and risk taking. In summary, these types of special students are most productive when the classroom environment is not distracting, opportunities are taken to boost self-esteem, and positive reinforcement is used to persuade the student to attempt more difficult tasks.

Keirsey, D. (1998). The evil practice of narcotherapy for attention deficit [On-line]. Available: http://keirsey.com/evil.html

Keirsey feels strongly that medical doctors with "brain-disabling" drugs are not the answer to behavioral problems of students with attention deficit disorder. One reason given for such behavior among these students includes the child's desire to pursue his agenda rather than the teacher's whose is much less interesting. The article does not imply that doctors are totally to blame for so many kids on narcotics, but also indicates that it is the parents and educators who are looking for the quick fix. Not only do disruptive students not benefit from these drugs, according to Keirsey, but the pharmaceutical companies, doctors, makers, and dispensers of the drugs are making incredible profits off of these children's problems.

Levin, D. & Carlsson-Paige, N. (1998). Sowing the seeds of nonviolence. Education Week, 17 (38), pp. 31, 34.

The authors discuss the increasing violence in our society which is causing our children to act more violently. In other words, they see violence on TV, they are neglected and abused, and they see violence daily in their families, their streets, and on the news. Conflict-resolution and mediation programs are suggested as means of teaching children nonviolent ways to face the problems with which they are confronted, and research is showing that these measures can have positive impacts when begun at an early age. Examples are given of situations in which children have used these tactics to prevent possibly volatile situations.

Levin, J. & Nolan, J. (1996). Principals of classroom management (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Definitions of "disruptive behavior" are given according to such authors as Feldhusen, Emmer et al., and Shrigley, and finally by using those definitions, Levin and Nolan arrive at a definition of their for the term "discipline problem:" a behavior that interferes with the teaching act, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property. Classroom interventions for chronic problems are also explained, in order to address those students who continually misbehave even after the prevention and coping methods have been utilized. The authors discuss the two-step trap that teachers often fall into when dealing with chronically disruptive students - fulfilling the urge to "get even," and secondly, removing the students from the classroom to be dealt with by someone else. Finally, self-monitoring, behavior contracting, and anecdotal record keeping are some of the interventions given in this chapter.

Menacker, J., Weldon, W., & Hurwitz., E. (1990). Community influences on school crime and violence. Urban Education, 25 (1), pp. 68-80.

This article stresses the fact that the community context is critical to the level of school crime and violence in that area. Three Chicago public elementary schools were studied during the 1987-88 school year, and some of the data which was examined included the following: records of serious disciplinary infractions, the schools responses to the infractions, and the results of teacher and student survey results regarding school order and safety. The problem, the authors believe, is linked to the notion that communities severely affected by school crime and violence, don't have the organizations and resources to combat the crime effectively. Finally, the article gives some suggestions for altering the community context so that it is not responsible for crime and violence in the schools.

Mezan, B. (1996). Center principals review behavior [On-line]. Available: http://p18.s502.c10.k12.wv.us/bab/feb96/jbeh.htm

Principals from Brooke County discuss behavior problems within their schools and some of the practices they are currently using to deal with such issues. They state that suspensions are declining, but detentions are still very prevalent. Centers such as Abraxas and Fox Run are separate facilities which are used for students who have behavior problems and/or are in need of counseling. Finally, the principals cite a lack of consistent discipline and a lack of respect as the main factors in the school system's behavior problems.

Montana State University. (1995). Managing disruptive classroom behavior [On-line]. Available: http://montana.edu/~aircj/policy/disrupt.html

This document is published primarily for professors at Montana State University who are experiencing disruptive student behavior within their classrooms. The most prevalent kinds of disruptive behavior according to the faculty are listed, along with techniques for dealing with such behaviors. Suggestions are given for confronting such behavior, and the guidelines for moving the disruptive student to the University conduct sanction level are given as well. Associated legal risk issues are also addressed briefly at the end of the

document. While the information is geared to higher education, some of the information may be transferable to lower levels of education, considering the students may have been disruptive at an earlier age as well.

National Association of Secondary School Principals. (1995). NASSP calls for laws to discipline violent students [On-line]. Available: http://nassp.org/news/ideatest.htm

This article expresses the concerns of high school principals, that the Individuals with Disabilities Education Act prevents administrators from disciplining violent and disruptive students with disabilities. Examples of these difficult cases are given, as well as some proposed strategies or methods of attending to such disruptive students. Expedited mediation procedures which result in appropriate alternative placement for these students is one strategy suggested.

Pastorino, R. A mediation approach designed by adolescent disputants. Mediation Quarterly: Journal of Family Mediators, 14 (3), pp. 251-265.

This article introduces readers to a model created by mediation process users which shows why the mediation process works. Developmental stage theory is briefly reviewed, and the importance of mediation with regard to problem-solving skills and the reduction of violence is also discussed. A brief review of current research on the subject of mediation strategies is also included in the article. Finally, a disputant-user-based model is explained in hopes of demonstrating how these programs can resolve conflict and reduce violence by generating a greater sense of community and individual empowerment.

Pearl, R., Bryan, T., & Herzog, A. (1990). Resisting or acquiescing to peer pressure to engage in misconduct: Adolescents' expectations of probable consequences. Journal of Youth and Adolescence, 19 (1), 43-55.

The article refers to 198 high school students who were interviewed about a situation in which one teen-ager asks another to perform an act of misconduct. For example, students were asked how the requests would be stated, what would occur if the student did or did not accept the offer, and what factors would cause the students to accept or refuse. Differences were found in the responses, in particular the response about what would happen if one refused to participate in the misconduct, according to sex, community, and learning status. The notion of community was most obvious in urban areas, where adolescents tend to be more involved in crime and gang activity than they are in rural areas. Finally, according to the results of the study, the authors feel that there are various factors to entertain in order to reduce students' participation in misconduct due to peer pressure. Efforts should center not only around what will happen to them if they do participate, but also around how to say "no," and how their assumptions about what may happen if they refuse, may be false.

Portner, J. (1996, March 20). N.C. District to press point with classroom near jail. Education Week [On-line], 15, (26). Available: http://www.edweek.org/ew/vol-15/26nc.h15

Union County, N.C. school officials like the idea of showing disruptive students that they could end up in jail if they do not modify their behavior in school. A mobile classroom for the most undisciplined students was opened a few yards away from the county's new jail. 25-30 students will enter the school from two middle and two high schools in the area. Students will take regular classes as well as classes in anger management, conflict resolution, problem-solving skills, and cooperative group skills. Students who behave will be returned to their schools, and students who continue to misbehave will be sent to the sheriff's office and after 3 times they will face suspension for the rest of they year. At the time of the article the effectiveness of this program was unclear, however teachers and principals were enthusiastic about the prospects.

Queen, J., Blackwelder, B., & Mallen, L. (1997). Implementing the RCM plan. In Responsible classroom management for teachers and students (pp. 132-133). Upper Saddle River, NJ: Prentice-Hall Inc.

These pages suggest ways of responding to certain student actions in order to avoid causing disruptive situations. Procedures are given which define expectations for responsible behavior, and the need to communicate such expectations is stated, in order to prevent possible problems later.

Ramsey, M. (1997). Program targets disruptive students [On-line]. Island Packet Online. Available: http://www.islandpacket.com/news/disruptive.html

Interim Skills is the name of the new behavior management program for disruptive student in Beaufort County public elementary schools. The goal is to teach children to control their anger and behavior so that they are not distracting to their classmates. In order to be placed in this program, students must first be referred by the school's hearing officer, then the principal, and then the teachers and parents are consulted. Typically, students spend two weeks away from their normal classroom, and if their behavior improves they are allowed to return.

Reports back early youth intervention. (1998, June 7). Richmond Times-Dispatch, p. A7.

The Police Executive Research Forum is asking lawmakers to spend more time and money on early intervention programs which keep children occupied, and eventually reduce overall crime among this age group. Educational child care, parenting coaching, after-school programs, and weekend and summer programs, are some of the ideas suggested for reducing crime among school age children. Such programs allegedly prevent children from engaging in crime during the hours of 3-8 p.m., which according to the report, *Fight Crime: Invest in Kids*, is the peak time for illegal misconduct at this age.

Scott, A. (1996). Effective discipline strategies. Teacher TV [On-line]. Available: http://school.discovery.com/vvault/ttv/archive/ttvep29.html

This episode of Teacher TV recognizes the growing problems of discipline and disruptive behavior in schools today, and looks at schools where educators have tried various methods of consistent discipline. Four types of student discipline problems are suggested, along with "Do's and Don't's" of discipline, and methods of dealing with students with problems such as low self-esteem, apathetic behavior, and defiant/violent behavior. Finally, the notion of teaching self-discipline is examined, as well as incentives which might promote self-esteem in students.

Shanker, A. (1996). The real victims. Where we stand [On-line]. Washington, DC: American Federation of Teachers. Available: http://www.aft.org/wws/wws2195.htm

The author cites disruptive behavior and fear of violence among the reasons for hindering achievement of students in U.S. schools. Disruptive students are said to be more pervasive than school violence and just as fatal to learning because of the amount of time the teacher is forced to spend addressing such issues. The question arises as to whether or not the unruly children have a right to education, despite their causing other students to be deprived of their own education. Finally, the author asks if it wouldn't make more sense to take the 2% of disruptive students and move them somewhere, rather than moving the other 98% of non-disruptive students to private schools and other places parents are beginning to send them.

Shores, R. (1992). Analysis of aggression of children with severe behavior disorders in school environments: Final report. Parsons: Kansas University. (ED 408783)

This report involves 19 elementary students with severe emotional disturbance who have been identified as aggressive, as well as 19 students who have been described as typically behaved. The correlation between the school environment and the students' aggressive behavior is examined. Results of the study included the following: teachers' rates in delivering reinforcement were extremely low, when teachers increased praise, the rate of students' disruptive behavior decreased, and no significant differences were found among the children with SED in the rates of aggression, disruption, and negative verbal responses in different settings. Appendices include Classroom management strategies, Teacher/student proximity: a strategy for classroom control through teacher movement, and Classroom interactions of children with behavior disorders.

St. James-Assiniboia School Division. (1998). Position statement regarding disruptive behaviour [On-line]. Available: http://www.cbm.mb.ca/stjamesa/policymanual/jfc.html

The document reflects the position of the St. James-Assiniboia School Division with regards to disruptive behavior. The school division defines disruptive behavior as "any behavior which disrupts or hinders teaching and learning, causes hurt to others, or disrupts the orderly operation of the school." Within the 12 statements given in the document, the following are subjects which are addressed: a climate for mutually respectful relationships, appropriate programming and student placement, team approach to problem solving, behavior contracts, and effective uses of rewards and consequences.

Sutter, R. (1995). Standing up to violence. Phi Delta Kappan, 76 (5).

This article gives numerous statistics on the increasing prevalence of violence in our society, especially among school age children. Our culture of violence which romanticizes violence both in history and in the media, is one reason given for the many "children of violence" that we have today. The number of firearms which circulate within our society, and the increasing violence that children endure or witness within their own homes and neighborhoods are other reasons for the increasing problems. A brief history of delinquents and their characteristics is described from the 1940's to the 1970's, and a new kind of violence is described - that which involves the worst youth murder rate ever, and the diminishing age of the perpetrators. Finally, the issue of violence in schools is specifically addressed, and the notion that this is primarily an urban problem is dispelled, given that students in suburban areas are equally victimized.
The author also lists characteristics which may predispose children to act violently, such as a history of previous violence, adult abandonment, and certain negative school factors. The last sections involve searching for solutions, picking prevention programs, and implementing a school safety plan.

Taylor, L. (1998). But not at my school. Nando.Net Issues [On-line]. Available: http://www.nando.net/links/nandonext/volume5/taylor.html

Luke Taylor is a sixth-grader at Daniels Middle School, and this is his editorial on what happens when students are expelled from school from various reasons. He talks about the behavior rules of Wake County which include the following: no threatening, no intimidating,, and no participating in disruptive behavior at school or school functions. The author feels that students engage in misconduct to gain respect from their peers, or "to act cool." The answer according to Taylor lies in putting these disruptive students in different settings where they can still take normal classes, but also gain self-esteem, and learn to avoid such problems in the future.

Volenski, L. & Rockwood, P. (1996, August). Family environment and school behavioral problems. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Canada.

Specific family characteristics associated with disruptive behavior are examined here in light of the difficulties in helping a disruptive student graduate from high school. Parents of 105 males from ages 15-17 were surveyed. The study results involved 3 groups: the emotionally disturbed, the "late starters," and the control group. Results showed that the families of the emotionally disturbed children had more conflict, less cohesion, and less organization than the families of the other two groups. The authors recommend that intervention strategies for disruptive students take into account the family variables which are likely affecting the student.

Wallis, C. (1998, February 11). Waging a war on incivility [On-line]. Education Week. Available: http://www.edweek.org/htbinfa...%26%28disruptive%26students%29

Students lack of adequate academic performance in school is linked to the lack of civility in schools. The number of classroom disruptions, and the number of threats and injuries to students and teachers are growing. Teachers referenced in this article say that they can only teach about two thirds of the curriculum due to the number of disruptions in their classrooms. The author says that student disruption is a product of school culture, ideally based on a high regard for achievement. The following are some suggestions made in order to foster this type of school culture: encourage parental involvement, invite students to be part of the solution to troubled schools by eliciting their input, insist on clear and consistent disciplinary procedures, and establish community-service activities for students.

Wishnick, Y., & Wishnick, T. (1996). In search of safe schools: An alternative model for reforming school violence. Journal of collective negotiations in the public sector, 25 (3), 221-232.

Typical methods of reducing violence are linked to tighter school regulations and increased discipline and school safety. The approach described here examines the use of a whole systems design in order to make schools safer for students and teachers. Teachers and administrators in the Stockton Unified School District in California invited parents, teachers, students, and business and community leaders to participate in a conference on making the schools a safe and healthy place for children. Throughout the process, participants realized that such profound changes in the school environment could not be made without alterations in how decisions are made and how people work together. Such intentions were made for the future.